



R89119



Presented to  
The Library  
of the  
University of Toronto  
by

Professor J.H.G. Crispo

HANDBOUND  
AT THE



UNIVERSITY OF  
TORONTO PRESS













Digitized by the Internet Archive  
in 2022 with funding from  
University of Toronto



1419

# SELECT COMMITTEE ON MANPOWER TRAINING

PROCEEDINGS HELD AT THE PARLIAMENT BUILDINGS  
TORONTO, ONT.

VOLUME

1

DATE

Aug. 21, 1962

J. R. Simonsen, M.P.  
Chairman



OFFICIAL REPORTERS  
ANGUS, STONEHOUSE & CO. LTD.  
BOARD OF TRADE BLDG.  
11 ADELAIDE ST. W.  
TORONTO

364-5865

364-7363









SELECT COMMITTEE ON MANPOWER TRAINING

Hearings held before the Select Committee  
on Manpower Training, at the Parliament  
Buildings, Toronto, Ontario, commencing  
at ten-thirty a.m., on August 21st, 1962,  
et seq.

PRESENT:

- |                       |            |
|-----------------------|------------|
| MR. J. R. SIMONETT    | - CHAIRMAN |
| MR. J. H. WHITE       | - MEMBER   |
| MR. J. MORIN          | - MEMBER   |
| MR. J. CHAPPLE        | - MEMBER   |
| MR. R. BRUNELLE       | - MEMBER   |
| MR. J. BOYER          | - MEMBER   |
| MR. A. E. THOMPSON    | - MEMBER   |
| MR. J. R. HARRIS      | - MEMBER   |
| MR. R. GIBBORN        | - MEMBER   |
| MR. E. P. MORNINGSTAR | - MEMBER   |
| MR. A. CARRUTHERS     | - MEMBER   |

- |                |                    |
|----------------|--------------------|
| DR. RENDALL    | - DEPT. OF LABOUR  |
| MR. T. EBERLEE | - SECRETARY        |
| DR. J. CRISPO  | - ACTING SECRETARY |







1  
2  
3 THE CHAIRMAN: Gentlemen, it is  
4 beyond the hour of ten-thirty. Perhaps we had better  
5 start the meeting. I must say to the Members of the  
6 Committee that they are looking hale and hearty and we  
7 are glad to see you here near to on time. We have  
8 our Secretary. Tom Eberle is on holidays. So, Dr.  
9 Crispo has agreed to act in his own capacity and take  
10 any notes necessary and I believe that you have someone  
11 here to transcribe the meeting, Dr. Crispo.

12 DR. CRISPO: Yes. From now on,  
13 I think it would be advisable to transcribe everything  
14 and then the Members can get a full copy of the pro-  
15 ceedings at the meeting from now on.

16 THE CHAIRMAN: I would ask if the  
17 Members of the Committee would introduce themselves.  
18 I think, perhaps, everybody knows them, but just to keep  
19 the record straight. I will start by saying my name  
20 is Jack Simonett.

21 MR. CARRUTHERS: Jack Carruthers;  
22 Durham.

23 MR. BRUNELLE: Rene Brunelle; Cochrane,  
24 North.

25 MR. HARRIS: Jack Harris; Beaches.

26 MR. GISBORN: Reg Gisborn; Wentworth  
27 East.

28 MR. BOYER: Bob Boyer; Muskoka.

29 THE CHAIRMAN: We have Dr. Rendall  
30 and his group here, but before we ask Dr. Rendall to  
introduce his group, I wonder, Doctor, if you would ex-  
plain this literature that you have piled up here and  
tell us what we are to do with it after this meeting.





1  
2  
3 DR. CRISPO: I hope you will read  
4 it. We are trying to be selective in what we got to-  
5 gether for. You will notice there is quite a variety  
6 of literature here. The Castle Frank pamphlet has  
7 a description of the new high school that is being  
8 built in the City of Toronto and I think this is of  
9 particular interest to the Members. I won't get into  
10 detail on this. You will find two booklets on apprentice-  
11 ship; one "Apprenticeship and Manufacturing" and one  
12 on "The Quebec Answer in the Problem of Apprenticeship".  
13 In addition, there is a further bulletin, put out by  
14 the Department of Labour in Ottawa, called "A Modern  
Concept of Apprenticeship".

15 I have also included a copy of the  
16 recent Manpower Development and Training Act in the  
17 United States, which comes very close to what we are  
18 doing in Programme V, and certain other pieces of  
19 legislation. There is also a booklet describing what  
this Act is intended to do.

20 Also, and I am sure most of you have  
21 seen this, there is a copy of the "Report of the  
22 Special Committee of the Senate on Manpower and Employ-  
23 ment". There is a great deal of useful information  
24 which bears very closely on what we are doing on  
this Committee.

25 There are two briefs: one from  
26 the Anglican Information Centre and one from the  
27 John Howard Society. These are being passed on to  
28 you because it now appears that these groups will not  
29 appear in person here but would rather just submit  
30 these briefs for our attention. If they decide later







on to attend, I do not think it will affect this. But, we have circulated these now.

You will find the John Howard Society brief, in particular, deals only with one point and that is the age limit. It hits this point very hard as it affects apprenticeship. The other brief is more general. We have included also an address which was given at our last meeting, with regard to the human resources and economic development. There are reprints of two articles; one from Maclean's Magazine, by Ian Sclanders, and one from The Atlantic, on Automation and Joblessness. May I say that we do not have the right to reprint either of these. We didn't get permission and we are assuming that this will stay within the confines of the Committee, but we won't run into any difficulties with this. We just went ahead and had them copied for your use.

There is another document: Manpower Training in Foreign Countries: The Swedish Case. We are bringing together some notes and what we have been able to dig up, with regard to the general area of manpower training in certain European countries and some other countries. Perhaps, at a later point, if any questions arise from it, we will have a discussion concerning some of the points that arise.

THE CHAIRMAN: Thank you. Mr. Chapple, from the Lakehead, will you stand up, and Mr. Thompson, from the Toronto riding. Now, Doctor, if you would like to introduce your group.

DR. RENDALL: Thank you, Mr. Chairman





1  
2  
3  
4 and gentlemen. The men that I have brought here  
5 with me this morning, I should like to introduce to you.  
6 Mr. Eric Palin, on your right. He has been an  
7 Executive Assistant to Mr. Howard Kerr, at Ryerson,  
8 for a number of years, and started with Ryerson when  
9 it was first formed and probably knows more about in-  
10 stitutes and trade schools, in the old days, than any  
11 of us here. He is a specialist and a top man in  
12 electronics.

13 Mr. Stan Norton came to us in the  
14 London Beal - the London Beal Vocational School - and  
15 is a mechanical engineer. Mr. Norton may be loaned  
16 for a period of one year to the Foreign Service at  
17 Ottawa. It is quite possible that they would like  
18 him to go and set up a vocational education ----  
19 Where is it, Mr. Norton?

20 MR. NORTON: In Singapore.

21 DR. RENDALL: And he has been in  
22 India before this. So, he has had some experience.  
23 We may be able to spare him for a year.

24 Mr. Johnston is the Assistant Super-  
25 intendent in charge of this whole programme.

26 Mr. Shoultz came to us from St.  
27 Catharines. He was Co-ordinator of Technical  
28 Education in that school system. He has come to us  
29 recently.

30 Mr. Kerridge came to us from Ryerson  
Institute of Technology. He was an instructor there.

Mr. Ewart Davies is Assistant Super-  
intendent in our Branch and has been responsible, to a







large extent, for the building programme that has gone on in Ontario, since about a year or a year and a half ago. I should like to point out that Mr. Norton has come to us - all these men - Mr. Norton, Mr. Palin, Mr. Shoultz and Mr. Kerridge - and there is one man absent - they have come to us as training specialists. They have been instrumental in working up and assisting in the Schedule V Programme. Two of them at least will go to our trade schools as principals. Mr. Norton will likely go to London as principal of the new trade school, when it is developed, and Mr. Shoultz will go to Ottawa. These men have been carefully chosen and I am very, very proud of the fact that we have men of this caliber, and I am not exaggerating this. It is hard to get them out of the schools and out of the systems where they are.

I wanted to tell you too that a great deal of the success of this whole programme has been due to Mr. Johnston's ability and his facility to work with people.

I did want to say that to this Committee.

Now, we had hoped that you might take the subjects, or the topics that you care to listen to, under these headings and in this order: Institutes of Technology; the trade schools; Schedule V and Schedule IV. Mr. Eberle told me those were the topics that he thought you wanted to hear about and, in this connection, I should like to tell you that before you are through, we should like you to have a picture of





1  
2  
3  
4 what the Minister had in mind when he entered into  
5 this Agreement with Ottawa for the expansion of our  
6 technical schools at the secondary school level, for  
7 I should like you to see how this programme can and  
8 might work in this Province. Now, it may not work  
9 in this Province as we hope, but we all have open  
10 minds. A great deal of it would depend on the  
11 co-operation that, over the years, might be gained be-  
12 tween the Government, industry and labour. There is  
13 no doubt that those three institutions - if you will  
14 let me call them that - have to co-operate if we can  
15 implement this rather foresighted programme. As  
16 we understand it, in the order of, shall we say, the  
17 levels, the working levels, we are thinking of an  
18 operator; then a technician; then a technologist; then  
19 an engineer. That is in our minds.

20 In Europe, the technologist very often  
21 is what they call a "non-academic engineer". The  
22 Minister had in mind to find a way where he could link  
23 together and gain co-operation as between our secondary  
24 schools, the trade schools and the institutes of  
25 technology, as well as the university at the top level.  
26 That is really what he had in mind. What we have  
27 started here is apprenticeship; but, you must know that  
28 there is not, to any extent, apprenticeship in in-  
29 dustry in this Province, or in this country, and that  
30 is the big difference between our North American set-  
up and the European set-up, where their apprenticeship  
extends not only to the trades, but it extends to the  
trades in industry and that is the big difference that







I noticed. So, if we can, as we go through, try to get the picture of our secondary schools, the trade school and the institute of technology and how the Minister feels that over the years he might be able to link them together and find a route. What we are after is a route for our pupils into industry and into life. That is really behind the whole thing, if we can ever effect it.

So, I would like to start, if I may, with these institutes. Mr. Davies and Mr. Palin will speak on behalf of the institutes.

Mr. Davies, would you please introduce your topic, subject to your approval, Mr. Chairman.

THE CHAIRMAN: Thank you, Dr. Rendall. I see we have Mr. Morningstar here now. Would you please stand up so we can see you, Mr. Morningstar. Mr. Morningstar is our anchor man on this Committee. He is from Welland.

Would you like to come up here, Mr. Davies.

MR. DAVIES: Mr. Chairman and gentlemen: You will recall that it was the fact, largely, of the Second World War that required a tremendous advance in scientific development, the application of this by engineers and the production by industry to cope with the situation which was required at that time and subsequent developments bringing together what we call our modern technology. Prior to that, engineering students in universities spent a great deal of their time on practical subjects, but with







1  
2  
3  
4 this change it was necessary for the engineering student  
5 to spend more time on the theoretcial part of the  
6 work. : Industry realized that they needed a group of  
7 people in the organizations to do much of this work  
8 which the engineers had done previously and, as a result,  
9 this Government of Ontario decided to provide people to  
fill that gap.

10 What was required was a young man with  
11 a reasonable academic background, engineering academic  
12 background, but a high degree of technical skill to  
13 work between the production people and the engineers,  
14 who are the developers in industry.

15 So, by Orders-In-Council, this  
16 Government established and maintains a number of  
17 institutes of technology across the Province. Actually,  
18 the first of these was the Haileybury School of Mines,  
19 which was established in 1945. It is not a large  
20 school but it has done a tremendous piece of work up  
21 there. It enrolls students from all over the North  
and South American Continents and is still doing so.

22 The premises now occupied by Ryerson  
23 was established as a re-hab school, under Mr. Howard  
24 Kerr as Principal, directly after the War, and it is  
25 well known the fine job that it did there. It was  
26 re-organized, as I say, by Order-In-Council, to become  
27 the first of the institutes of technology, in 1948.  
28 Actually, it is a poly technic institute. "Poly"  
29 meaning many, because it offers many courses. There  
30 are four of these poly-technic institutes operating  
at the present time: Ryerson; the Hamilton Institute





of Technology, which was originally the Hamilton Textiles School. It became a poly-technic in 1946; the Eastern Ontario Institute of Technology, established 1957; the Western Ontario Institute of Technology, established in 1958 and the new Northern Ontario Institute of Technology will open this September at Kirkland Lake.

THE CHAIRMAN: I think, for the record, the Hamilton one was 1956 - 1946.

MR. DAVIES: That is right - 1956. In 1948, at the same time that Ryerson was established, an institute was opened in Port Arthur. Mr. Chapple may remember it wasn't opened in a palace and laterally - I believe it was in 1957 - it was re-organized in beautiful new accommodation as The Lakehead College of Arts, Science and Technology, operated by a Board of Governors. It still operates two of the technological courses: forestry and mining. Now, these two courses at Port Arthur are two-year courses. All of the other institutes offer three-year courses, after secondary school. The admission requirements are the Ontario Secondary School, Grade XII, or equivalent, and the applicants are required to have 60% standing in their academic subjects. In the four established and the new Kirkland Lake Institute, the first year of the engineering technology courses is common and it covers quite a wide range of technologies. These are aeronautics, architectural, chemical, civil, electrical, electronics, gas, mechanical, medical laboratory, instrument, metallurgy and sanitation.



of technology, which was originally the Hamilton  
Institute School. It became a poly-technical in 1949;  
the Eastern Ontario Institute of Technology, established  
1957; the Western Ontario Institute of Technology,  
established in 1958 and the new northern Ontario In-  
stitute of Technology, with open this September at  
Sudbury.

THE CHAIRMAN: I think, for the  
record, the Institute was 1955 - 1960.

MR. TAYLOR: That is right - 1955.  
In 1948, at the same time that Kingston was established,  
an Institute was opened in Port Arthur, Ont. I believe  
that also was it which opened in a building which later  
- I believe it was in 1957 - it was re-organized in

became a new recommendation of the Education Council  
of Arts, Science and Technology, operated by a board  
of Government. It still operates two of the Institutes;

courses: forestry and mining. Now, these two  
courses at Port Arthur are two-year courses. The  
two other institutes offer three-year courses, also.

secondary school. The admission requirement are  
the Ontario secondary school, Grade 11, or equivalent,  
and the applicants are required to have 60% standing  
in their academic subjects. In the four institutes  
and the new Northern Ontario Institute, the first year  
of the engineering technology courses is common and  
it covers quite a wide range of technologies. These



The principals of these institutes, and the heads of the various departments, convene annually at Ryerson to co-ordinate the courses, revise the courses and so on, because in some of the smaller institutes not all of these courses are carried through to graduation at the third year. It depends upon the enrolment and as they increase in enrolment, undoubtedly, the other four will offer more than at the third year level.

For a point of interest, in Ottawa they go through to the graduation in chemical, electrical and mechanical technologies. Hamilton: Electrical, electronic, mechanical and they still carry on the textiles. Western: Chemical, electronic and mechanical. That means that a boy in one of these other institutes, who chooses other than these which I have just mentioned may, at the end of the second year, or even by the end of the first year, have to transfer all his credits from his institute in which he is at present time into the second or third year, as the case may be, to complete his graduation at Ryerson.

In Ottawa, they also offer a Business Administration course and carry it through to graduation. At Ryerson, in other than the engineering technologies, they offer a business programme and it is broken down into: Business Administration; Hotel, Resort and Restaurant Administration; Merchandising Administration, Printing Management, and Secretarial Science and under their Arts programme they offer: Furniture and Interior







Design; Home Economics; Journalism; Photographic Arts and Radio and Television Arts.

The total enrolment in these institutes this past year was 3,823 students. It is expected that this coming year this will increase to 4,500 students.

All of these institutes offer an extensive evening programme, particularly at Ryerson Institute and, last year, there were 4,058 people enrolled in the evening programme. It is expected that this year this will go up to 5,000 people.

Kirland Lake - Mr. Gosky will be the Principal there, who has come from the Ryerson staff, and he was telling me recently that he anticipates an initial enrolment of around 75 or more students at Kirkland Lake. I will speak about the accommodation there later on.

MR. THOMPSON: You said 4,000 in the evening programme. Is that Ryerson, or does that cover all of the institutes?

MR. DAVIES: That was all of the institutes. That is the total.

THE CHAIRMAN: I think, if you don't mind, if we have some questions we will continue and just make a note of them.

MR. DAVIES: I think you all know that the demand for the graduates of these institutes is very great. They set a very high standard and expect that those graduates who go out will uphold the reputation of the institute and, needless to say, the



and Radio and Television Arts.

The total enrollment in these institutions this past year was 3,828 students. It is expected that this coming year this will increase to 4,700.

All of these institutions offer an extensive evening program, particularly at Western Institute and, last year, there were 4,000 people enrolled in the evening program. It is expected that this year this will go up to 5,000 people. Kirkland Lake - Mr. Goss will be the Principal there, who has come from the Western Institute. He was telling me recently that he anticipates an initial enrollment of around 75 or more students at Kirkland Lake. I will speak about the accommodation there later on.

MR. THOMPSON: You said 4,000 in the evening program. Is that Western, or does that cover all of the institutions?

MR. HAWES: That was all of the

institutions. That is the total.

THE CHAIRMAN: I think, if you would mind, if we have some questions we will continue and just make a note of them.

MR. HAWES: I thank you all for that the demand for the graduates of these institutions is very great. They set a very high standard and expect that these graduates who go out will uphold the reputation of the institutions and, needless to say, the



1  
2  
3  
4 demand for graduates of these institutes cannot be met  
5 by industry. They require far more than we are able  
6 to provide at the present time.

7 The Association of Professional  
8 Engineers of Ontario have taken a keen interest in this  
9 work and as Dr. Rendall just mentioned, they are making  
10 provision for and supporting the graduates of the  
11 institutes, the trade schools and even the secondary  
schools at different levels.

12 I have copies of my notes here and  
13 attached to that is a little pamphlet put out by the  
14 Professional Engineers: "What About Engineers?".  
15 "Let's Look Ahead." It explains the programmes that  
16 they are sponsoring. There is also an application form  
17 for these boys. There are three classifications of  
18 engineering technicians, about which someone else will  
19 speak later and, above that is the engineering tech-  
20 nologist. A graduate from the technological course  
21 at Ryerson, after two years of practical experience,  
22 may apply to the Professional Engineers Association for  
an associate membership as an Engineering Techologist.

23 A new development has taken place.  
24 It started last year, in large part, sponsored by this  
25 Building Programme, under the Technical Vocational  
26 Training Agreement. It was felt that many of these  
27 larger technical schools had adequate facilities to  
28 offer the first year of the institute courses in the  
29 technologies and arrangements were made whereby London  
30 started the first year - the London Beal Technical  
School last year offered the first year of the engineering

demand for graduates of these Institutes cannot be met  
by industry. They require far more than we are able  
to provide at the present time.

The Association of Professional  
Engineers of Ontario have taken a keen interest in this  
work and as Mr. Randall last mentioned, they are making  
provision for and supporting the graduates of the  
Institutes, the trade schools and even the secondary  
schools at different levels.

I have copies of my letter for you  
attached to that is a little pamphlet put out by the  
Professional Engineers: "What About 'A' Grades?"  
"What's Look Ahead." It explains the program of what  
they are sponsoring. There is also an application form  
for these boys. There are three classifications of  
engineering technicians, about which someone else will  
speak later and, above that is the engineering technologist.  
I graduate from the technological course  
at present, after two years of practical experience,  
they apply to the Professional Engineers Association for  
an associate membership, as an engineering technologist.  
I am developing in this field.  
It started last year, in large part, sponsored by this  
Building Program, under the Technical Vocational  
Training Agreement. It was felt that many of these  
larger technical schools had adequate facilities to  
offer the first year of the institute courses in the  
technological and arrangements were made whereby London  
started the first year - the London West Technical  
School last year offered the first year of the engineering





technology courses. The people from London came to Toronto and met with the Ryerson people and co-ordinated a programme, course and standards. London is an ambitious City and the Beal Tech' has been a pretty fair school. My friend, Mr. Norton, will agree with that. If we are going to make sure that any boys they send onto second year Ryerson were worthy of coming from London, and some seventy boys started this course and I believe about thirty-five finished. That seems like quite a slaughter, but I think that probably some of the boys were a bit over-ambitious and did not realize how hard they were going to have to work.

Nevertheless, we feel quite sure that those thirty-five who go to the other institutes, Ryerson or Hamilton or Windsor, of their choice, will carry on and be a credit to the London people.

I should have mentioned earlier that in these five institutes, the Province is zoned and the students are expected to go to the institute in their particular zone. However, that is not a rigid requirement. If, for example, a boy who lives in Hamilton is able to board with relatives in Toronto or Windsor or Ottawa, he may go to that institute; although, there is not a great deal of moving around from one place to another.

There are two committees gathering statistics with respect to the institutes. One is the Educational Committee of the Electronics Industries Association, and the other is the Special Education Committee of the National Research Council. Mr. Palin

technology courses. The people from London came to  
Toronto and met with the Ryerson people and co-ordinated  
a programme, course and standards. London is an  
ambitious City and the Real Tech' has been a pretty  
fair school. My friend, Mr. Norton, will agree with  
that. If we are going to make sure that any boys  
they send onto second year Ryerson were worthy of coming  
from London, and some seventy boys started this course  
and believe about thirty-five finished. That seems  
like quite a slighter, but I think that, really not  
of two boys were a bit over-able off and on and  
realized how hard they were going to have to work.  
nevertheless, we feel quite sure that  
those thirty-five who go to the other institutes,  
Ryerson or Hamilton or Windsor, of their choice, will  
carry on and be a credit to the London people.  
I shall have mentioned earlier that  
in these five institutes, the Province is located and  
the students are expected to go to the institute  
in their particular zone. However, that is not a  
rigid requirement. If, for example, a boy who lives  
in Hamilton is able to board with relatives in Toronto  
or Windsor or Ottawa, he may go to that institute;  
although, there is not a great deal of moving around  
from one place to another.  
There are two committees gathering  
statistics with respect to the institutes. One is  
the Educational Committee of the Electronics Industries  
Association, and the other is the Special Education  
Committee of the National Research Council. Mr. Fallow



probably knows more about these than I and, undoubtedly, the findings of these Committees might be of interest to this Committee.

The accommodation for the institutes is important. As you know, Ryerson accommodation is being completely rebuilt and the third and final unit of Ryerson is well under construction. You will see this as you visit that institute.

THE CHAIRMAN: How many will it hold?

MR. DAVIES: The capacity at the present time - units one and two provide for 2,500 students and when it is completed it will have accommodation for 4,000 students.

The institute at Ottawa started in an old abandoned elementary school next door to that building that blew up a couple of years ago and it has been reasonably adequate. However, this Government, in co-operation with the Federal Government, under the Technical and Vocational Training Agreement is providing a new building in Ottawa with initial capacity for 800 students and designed so that it can be increased to 1,000 students.

Hamilton is still in the building on Wentworth Street. That was the former Textile Institute. It has been enlarged over the years but it is just at the point where they can't do very much more enlarging now.

Windsor is in a very old abandoned school. It is not very attractive. It is in a poor part of the City. Quite attractive portables have been



probably knows more about these than I and, undoubtedly, the findings of these Committees might be of interest to this Committee.

The accommodation for the institute is important. As you know, Ryerson accommodation is being completely rebuilt and the third and final unit of Ryerson is well under construction. You will see this as you visit that institute.

THE CHAIRMAN: How many will be there?

MR. DAVIES: The capacity of the present time - which one and two provide for 2,500 students and when it is completed it will have accommodation for 4,000 students.

The institute at Ottawa started in an old abandoned elementary school next door to that building and blew up a couple of years ago and it has been reasonably adequate. However, this Government, in co-operation with the Federal Government, after the technical and technical training Agreement is providing a new building in Ottawa with initial capacity for 800 students and designed so that it can be increased to 1,000 students.

Hamilton is still in the building, on Wentworth Street. That was the former Technical Institute. It has been enlarged over the years but it is just at the point where they can't do very much more enlarging.

Windsor is in a very old abandoned school. It is not very attractive. It is in a poor part of the City. Quite attractive portables have been





1  
2  
3  
4 added to provide accommodation which will take care of  
5 them for perhaps another year or two.

6 THE CHAIRMAN: It is well equipped,  
7 thought?

8 MR. DAVIES: It is well equipped and  
9 set up. The Department of Public Works did a good  
10 job of renovating the building inside. As far as the  
11 portables are concerned, once inside, you couldn't wish  
12 for nicer accommodation, but it is still a temporary  
13 measure.

14 The accommodation at Kirkland Lake  
15 causes considerable concern; however, they finally have  
16 started on building a new, more or less, temporary  
17 building. At first we thought it was going to be  
18 a quonset- hut style. It is not exactly that. It is  
19 a semi-pre-fab building located on a site in such a way  
20 that if the enrolment so warrants at a later date a  
21 permanent building can be established on this site,  
22 without affecting the one that is there at the present  
23 time.

24 I think, Mr. Chairman, that covers  
25 the points we wanted to mention initially and perhaps  
26 the Members would like to ask some questions.

27 MR. THOMPSON: I do have more  
28 questions. I had wondered - I was interested in the  
29 textile industry. My question was: Knowing the  
30 situation of the textile industry, with Japanese  
imports, et cetera, that there is not too much opportunity,  
with Cornwall closed down...

THE CHAIRMAN: Cornwall are going



which to provide accommodation which will take care of them for perhaps another year or two.

THE CHAIRMAN: It is well understood.

enough?

MR. TAVEL: It is well understood.

The Department of Public Works did a good job of renovating the building, inside. As far as the exterior is concerned, some changes, you couldn't ask for nicer accommodation, but it is still a temporary measure.

The accommodation at present is a considerable capacity, more, and finally, has started on building a new, more or less, temporary building. At first we thought it was going to be a guest-house but style. It is not exactly that. It is a semi-pre-fab building located on a site in such a way that if the situation so demands at a later date, permanent building can be established on this site, without affecting the one that is there at the present time.

I think, Mr. Chairman, that covers

the points we wanted to mention initially and perhaps we would like to ask some questions.

MR. THOMPSON: I do have two questions. I am wondering - I was interested in the textile industry. My question was: Knowing the situation of the textile industry, with reference to labor, of course, that there is not too much of it left.

THE CHAIRMAN: Comments are going



1  
2  
3  
4 better in Rayon than they have in years. They are  
5 trying to get machinery there now - because certain  
6 things happened dollar-wise just recently. I happened  
7 to be in Cornwall for a few days, not long ago.

8 MR. THOMPSON: I appreciate the  
9 correction, Mr. Chairman. My question is: You  
10 mentioned the principals meet once a year and, I think,  
11 on a sort of long-term study - how many of these  
12 courses have been changed? The textile industry seems  
13 to me that there aren't as many opportunities there for  
14 young people because of tradition or are there  
opportunities there?

15 DR. RENDALL: May I answer this  
16 question. First, I think it should be understood that  
17 the great proportion of the textile students in Hamilton  
18 are sponsored by their own industry. Their fees and  
19 their living is paid, so that there is no wastage of  
talent or skill there.

20 MR. DAVIES: Yes - combining them  
21 with the other students. The number is not great  
22 in that particular division and probably cannot be  
23 maintained as a separate institute; but, where they are  
24 combined with the others, they share in carrying the  
load and the cost of that.

25 MR. THOMPSON: I used the textile  
26 industry as an example for the need for forecasting a  
27 change in industry which, I imagine, has been extremely  
28 difficult. But, I was wondering, when the principals  
29 meet, that when you re-evaluate your curriculum,  
30 where when the principals are there, and their knowledge

better in ways than they have in years. They are  
trying to get machinery there now - because certain  
things happened dollar-wise just recently. I happened  
to be in Cornwall for a few days, not long ago.

MR. THOMPSON: I appreciate the  
correction, Mr. Chairman. My question is: You  
mentioned the Principals meet once a year and, I think,  
on a sort of long-term study - how many of these  
committees have been changed? The committee industry seems  
to me that there aren't as many organizations there as  
young people because of restriction on the other

MR. THOMPSON: Yes, I think it should be considered that  
question. First, I think it should be considered that  
the great proportion of the textile students in America  
are sponsored by their own industry. It is less and  
their living is paid, so that there is no stage of

MR. THOMPSON: Yes - certainly, that  
with the other two. The point is not that  
in that particular division and possibly cannot be  
maintained as a separate institution; but, when they are  
combined with the others, they share in carrying the  
load and the cost of them.

MR. THOMPSON: I used the textile  
industry as an example for the need for financing a  
college in industry which, I imagine, has been extremely  
difficult. But, I was wondering, when the time comes  
meet, that when you revolutionize your curriculum,  
where when the Principals meet there, and their knowledge





1  
2  
3  
4 of forecasting the changing requirements - I wonder  
5 how many courses have been changed within the past  
6 five years?

7 MR. DAVIES: May I ask Mr. Palin  
8 to comment on that?

9 MR. PALIN: Mr. Chairman and gentlemen:  
10 In this regard, we have a large number of advisory  
11 committees from industry and they meet twice a year.  
12 The courses are based on the information that we re-  
13 ceive from them and I was going to mention, Mr. Davies,  
14 I think one of the reasons for the success of Ryerson  
15 expecially --- As a matter of fact, since 1948, the  
16 actual starting of the Ryerson Institute itself, I don't  
17 think there have been any courses cancelled, that I know  
18 of. We have some courses that have rather small  
19 enrolment and, in some cases, we have actually combined  
20 those courses. I was thinking of Economics, for  
21 example, and Fashion Design. It is always the policy  
22 of the Institute to watch very carefully the demand.  
23 In most cases, it is impossible for us to get enough  
24 students. For example, I mentioned one in particular  
25 and that is Instrument Technology. The demand there  
26 would probably run anywhere from 150 to 175 graduates  
27 a year and we were very lucky to get any more than  
28 ten or twelve. And, as far as the money is concerned,  
29 the money is excellent in all courses represented at  
30 Ryerson so far as the graduates are concerned, and  
I think that it almost hinges on the demands of the  
Advisory Committee.

This has been the best year for the





Ryerson graduates and the poorest year for employment, insofar as the industry is concerned. You just can't get these people. I think I might just add that we figure roughly that we - we are always talking about ratios between the graduate engineers and the technologists and they varied all over the place - five to one, and so forth; but, actually we have always felt that it could be two to one. There could be two technologists for every engineer. So far, we are running about decimal one technologists to every engineering graduate, so we are falling far short. With the opening up of the other schools and new buildings, we are hoping at some time to be able to catch up to this because there is a need for a very large number.

MR. GISBORN: I would like to ask a question from the gentleman who is just speaking. The Committees from Ryerson, are the Committees completely from industry?

MR. PALIN: Industry, and we have some Committees with members from the University.

MR. GISBORN: There is no representation from the labour group or an association representing labour?

MR. PALIN: No. They are mostly individuals on the Committees at the present time, although they, in turn, do represent associations such as the Institute of Railway Engineers; the Electrical Engineers; the Chemical Engineers, and so forth. Most of them do belong to associations and they are taken up mostly because of the particular job they hold in in-







1  
2  
3  
4 dustry and the knowledge that they have of the industry,  
5 in the broad sense.

6 MR. GISBORN: The second question I  
7 have is: Could we have a brief run-down on the fee  
8 structure as it affects the student?

9 THE CHAIRMAN: Will that be covered  
10 later, or not - fee structures?

11 MR. DAVIES: Not necessarily. I can  
12 give you that. The fee which is common to all of the  
13 institutes - the tuition fee itself is \$190.00; the  
14 application or registration fee is \$10.00; the student  
15 activity fee is \$35.00, for a total of \$235.00.

16 MR. GISBORN: I assume that they have  
17 to provide their own maintenance and living quarters?

18 MR. DAVIES: Yes.

19 MR. THOMPSON: Where you had, for  
20 example, the textile industry, you mentioned sponsorship.  
21 You get students - it is sponsored on the basis that  
22 they go to the job, or sponsor them through their course?

23 DR. RENDALL: They go to a job.  
24 They are sent by that particular industry and the textile  
25 technology is the only one where students are sponsored,  
26 to the best of my knowledge.

27 MR. THOMPSON: Does industry give  
28 any scholarships to help these students?

29 DR. RENDALL: Mr. Palin will know.

30 MR. PALIN: Yes. As a matter of  
fact, last year we gave away scholarships of about  
\$85,000.00 in industry. On top of that, there are a  
very large number of bursaries and this amounts to about

industry and the knowledge that they have of the industry,  
in the broad sense.

MR. CLARK: The second question I

have is: Could we have a brief run-down on the fee

structure as it affects the student?

THE CHAIRMAN: Will that be covered

later, or not - fee structure?

MR. DAVIS: Not necessarily. I can

give you that. The fee which is common to all of the

institutions - the tuition fee itself is \$125.00; the

application or registration fee is \$10.00; the student

activity fee is \$25.00, for a total of \$160.00.

MR. CLARK: I assume that this covers

to provide their own equipment and living quarters?

MR. DAVIS: Yes.

MR. THOMPSON: Where you have, for

example, the textile industry, you mentioned sponsors in

for your students - it is sponsored on the basis that

they go to the job, or sponsor them through their company?

MR. DAVIS: They go to a job.

They are sent by that particular industry and the student

technology is the only one where students are sponsored,

to the best of my knowledge.

MR. THOMPSON: Does industry give

any scholarships to help these students?

MR. DAVIS: Mr. Paine will know.

MR. Paine: Yes. As a matter of

fact, last year we gave away scholarships of about

\$25,000.00 in industry. On top of that, there are a

lot of bursaries and this amounts to about



1  
2  
3  
4 \$26,000.00 a year. They are very helpful, actually.  
5 We do have trouble getting these. We have a special  
6 bursary at Ryerson, set up by the students themselves;  
7 sometimes short-term loans and sometimes actually paying  
8 the cost for a student. We have a number of cases.

9 DR. RENDALL: Our own Student Aid  
10 assists students in Ryerson, as well as in university.

11 MR. THOMPSON: You don't feel that a  
12 fee is a detriment to these people from going into the  
13 courses?

14 DR. RENDALL: It is only roughly half  
15 that of engineering - roughly.

16 MR. THOMPSON: That could be a de-  
17 triment ?

18 DR. RENDALL: It could be a detriment.

19 MR. DAVIES: Less than half.

20 DR. RENDALL: Maybe less than half;  
21 but, I do not think yet this Province has faced up to  
22 the possibility of maintaining these institutes without  
23 fees at all. We haven't reached that point. That  
24 could come. In Europe, as you know, these fees are  
25 paid by grants from the Government; they are paid by  
26 grants from industry, or support from industry and from  
27 labour, in some cases. The labour unions enter into  
28 this in Europe; but remember, please, that we are in  
29 the initial stages. We are developing and we have to  
30 go slowly.

MR. CARRUTHERS: Then, you mean it  
does not cost a family or the individual anything?

DR. RENDALL: Over there it is paid





1  
2  
3  
4 for all the way through. In Europe, it is done a  
5 little differently. It is something like the Waterloo  
6 University idea here where they go to school - back into  
7 industry - and back into school; what they call "Sandwich  
8 Coursès". We do very little of that here, if any.

9 MR. WHITE: What portion of the  
10 total cost is recouped through the tuition fees at  
11 Ryerson and elsewhere?

12 MR. DAVIES: Do you know what the  
13 gross cost per student is, Mr. Palin?

14 MR. PALIN: I am not sure.

15 MR. DAVIES: I think it was around  
16 \$600.

17 MR. PALIN: I was going to say \$650.  
18 per student.

19 MR. WHITE: You get back 40%?

20 MR. PALIN: Yes.

21 DR. RENDALL: That is not counting  
22 capital...

23 MR. WHITE: Can you go through those  
24 figures for us?

25 DR. RENDALL: I think Mr. Palin can get  
26 those figures for us.

27 MR. PALIN: Yes.

28 MR. GISBORN: I think my question is  
29 answered now, Mr. Chairman, if we get those figures.  
30 They will include the share that we get direct from the  
Federal Government?

MR. DAVIES: Apropos your point on  
the Committees, we have copies of the Ryerson calendar





for all the way through. In Europe, it is done a little differently. It is something like the American University idea here where they go to school - back into industry - and back into school; what they call "sandwich". We do very little of that here, if any.

MR. WILKINSON: That portion of the total cost is recovered through the tuition fees at the school and elsewhere.

MR. WILKINSON: Do you know what the total cost per student is, Mr. Baldwin?

MR. BALDWIN: I am not sure.

MR. WILKINSON: I think it runs around \$600.

MR. BALDWIN: I was going to say \$650.

MR. WILKINSON: You get back \$150?

MR. BALDWIN: Yes.

MR. WILKINSON: That is not counting the tuition?

MR. WILKINSON: Do you go through this figure for the year?

MR. BALDWIN: I think Mr. Wilkerson has these figures for you.

MR. WILKINSON: I think my question is answered now, Mr. Chairman. It is not those figures they all include the share that we get direct from the Federal Government?

MR. BALDWIN: Apologies your point on Committee, we have copies of the Lyndon calendar.



1  
2  
3  
4 here which, in addition to the programme, gives the  
5 membership on the various Committees and also the  
6 story on scholarships, bursaries and so on, at the  
7 back. It is very complete. Also, I have my notes  
8 and attached to that is this little pamphlet put out by  
9 the Professional Engineers.

10 DR. RENDALL: I think this should be  
11 said, Mr. Chairman: There is a recommendation in there  
12 to the Minister for consideration being given to the  
13 establishment of a Board of Governors to operate Ryerson.  
14 It would start with Ryerson, if that procedure were  
15 followed, and some such plan as this might be developed  
16 where Ryerson would be operated and supported by three  
17 Governments: The Federal, the Provincial and the  
18 Municipal Government - probably Metropolitan Toronto.

19 MR. WHITE: Does the municipality  
20 pay part now?

21 DR. RENDALL: No; but possibly that  
22 might be the future. It is becoming more and more  
23 difficult for the Government to operate schools, if you  
24 know what I mean. The Civil Service idea in our schools  
25 is --- it creates certain frustrations and certain  
26 difficulties and it is found at the Lakehead that the  
27 theory works very well indeed; although, it is a  
28 university as well as an institute of technology. I think  
29 a great thought will have to be given to this application,  
30 or this suggestion, that Ryerson be given over to a Board  
of Governors. If that were to happen, it would happen  
with all the institutes of technology, I assume, in  
Ontario.





1  
2  
3  
4 MR. CHAPPLE: I was just wondering  
5 in this whole area, this seems to be a field more or  
6 less of the bright student. Is there anything taken  
7 into consideration when it comes to maybe a student of  
8 lower I.Q.?

9 DR. RENDALL: That will come now.

10 MR. CHAPPLE: I am talking about this  
11 present area.

12 DR. RENDALL: Not right now, but it is  
13 being planned.

14 MR. CHAPPLE: I am talking about what  
15 the gentleman has already presented to us in technology,  
16 and so on. In that particular area, has there been  
17 anything...?

18 DR. RENDALL: No. That student goes  
19 to a trade school.

20 DR. CRISPO: Is there a danger that  
21 the standards at Ryerson are going to become so high...?  
22 I have heard talk in terms of requiring fifth year High  
23 School to get into Ryerson. I do not know whether there  
24 is any justification to this. But, is there a danger  
25 that there is again going to be a gap between the high-  
26 level Ryerson-type programme and the trade school?

27 DR. RENDALL: I will put it this way -  
28 and you are going to hear more about this: But, in the  
29 British Isles there are forty-five Ryersons. They are  
30 big schools. I saw three or four of them and nine of  
them have recently been designated as "senior" schools,  
training non-academic engineers at a pretty high level.  
They are recognized by the universities and they are







1  
2  
3  
4 recognized by the engineering societies. The one I  
5 saw - the one I was so impressed with was right in the  
6 City of London, North Hampton College, and the University  
7 gives a degree for that College and it also has post-  
8 graduate courses. So, you can see that they have nine -  
9 one-fifth of their institutes of technology are senior  
10 schools.

11 Now, it is possible, depending upon  
12 the need in this country - it is possible that Ryerson  
13 or all of them may develop a senior school someday. It  
14 could. I think we should keep our minds open and assess  
15 the needs of our Province and our Country as we go along;  
16 but, the accommodations are there, thanks to the Govern-  
17 ment. The accommodations are there now, or will be  
18 there when this unit is finished and they are fine  
19 accommodations and I think, Mr. Chairman, the Government  
20 should be thanked for it and we should show our appreciation  
21 of the very fine accommodations which you will see at  
22 Ryerson.

23 I am not talking about the Government;  
24 I am talking about the Legislature.

25 Mr. Chairman, being an old and, I hope,  
26 a fairly astute Civil Servant, I must watch my language  
27 here.

28 MR. THOMPSON: One of the questions  
29 I have heard parents ask about their child going to  
30 Ryerson or taking one of these trade or institute  
courses is that: "Well, gosh, he takes this," and the  
question is: "If he does well, could he go on to University?"  
Is there that flow or recognition of the course?

1 recognized by the engineering societies. The one I

2 saw - the one I was so impressed with was right in the

3 city of London, Northampton College, and the University

4 gives a degree for that College and it also has post-

5 graduate courses. So, you can see that they have nine

6 one-fifth of their institutes of technology are senior

7 scientific.

8 Now, it is possible, depending upon

9 the need in this country - it is possible that Britain

10 or all of them may develop a senior school technology. It

11 could. I think we should keep our minds open and discuss

12 the needs of our Province and our country as we go along.

13 But, the recommendations are there, thanks to the govern-

14 ment. The recommendations are there now, or will be

15 there when this unit is finished and they are fine

16 recommendations and I thank Mr. Chairman, the Government

17 should be thanked for it and we should show our appreciation

18 of the very fine recommendations which you will see.

19 Mr. Watson.

20 I am not talking about the Government.

21 I am talking about the legislature.

22 Mr. Chairman, being as old as I hope,

23 a fairly acute old person, I must mention my language

24 Mr. Watson.

25 Mr. Watson: One of the questions

26 I have heard people ask about their child going to

27 University or taking one of these trade or technical

28 courses is that: "Well, gosh, he takes this" and the

29 question is: "If he does well, could he go on to University

30 is there that flow or recognition of the student?



1  
2  
3  
4 DR. RENDALL: He couldn't go to  
5 University unless he has University entrance requirements  
6 of the University concerned, for their engineering  
7 faculties. They will not accept Ryerson's standards  
8 at the University unless he has the required University  
9 entrance. That is the difference between here and  
10 Europe and that is what I am talking about. We may  
11 have to, in this country, develop the non-academic en-  
12 gineer, as compared with the theoretical engineer which  
13 the Universities graduate at the present time. The  
14 engineers in Europe, of the University type, are in  
15 research. You must know, we need leaders. But, these  
16 non-academic engineers ---

17 I was in this building. It was a huge  
18 building. This man had started as an apprentice when  
19 he was sixteen, and he had a list of initials after his  
20 name. . . . Ninety per cent of his staff, his supervisors,  
21 had come up the way he did, starting as apprentices  
22 when they were sixteen. He told me that these men,  
23 these heads of department, could take these machines  
24 apart and put them together again. He said that was  
25 their whole life; they started there as boys, as he did.

26 Now, we have nothing like that here.  
27 Those men are really trained to be production engineers.  
28 Any production engineers we have in this Province, they  
29 have developed in industry itself or they have been  
30 brought from Europe over the last twenty-twenty-five  
years. . . That is what we have been using. We have not  
developed a production engineer, nor do our universities  
train production engineers.



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28

DR. BENJAMIN: He couldn't go to

University unless he had University entrance requirements  
of the University concerned, for their engineering  
facilities. They will not accept Riverbank's standards  
at the University unless he has the required University  
entrance. That is the difference between them and  
Europe and that is what I am talking about. If they  
have not in this country, develop the non-academic en-  
gineer, as compared with the technical engineer, in  
the University Graduate at the present time, the  
engineers in Europe, of the University type, are in  
research. You must know, we need industrial  
technological engineers --  
I was in this building, it was a large  
building and I think we had a building which  
he was sixteen, and he had a list of initials after his  
name. I think he went to his staff, his supervisor,  
and came up the way he did, wanting an appointment  
when they were sixteen. He told me that once he  
those notes of appointment, could take them to his  
apartment and see them together again. He said that was  
this whole life; they started there as early as he did.  
No, we have nothing like that here.  
Those men are really trained to be production engineers.  
Any production engineers we have in this Province, they  
have developed in industry itself or they have been  
brought from Europe over the last twenty-twenty-five  
years. That is what we have been doing. I have not  
developed a production engineer, not do our universities  
train production engineers.



1  
2  
3  
4 Mr. Norton knows quite a bit about  
5 this because he set up courses in India; he is going  
6 to Singapore and he has been around a bit.

7 Mr. Norton; have you anything to say  
8 about this particular field?

9 MR. NORTON: It seems to me that this  
10 is the one great area in which the Province, in  
11 particular, has not taken the leadership in training  
12 engineers that are not - I don't like to use the word  
13 "academic" engineers, because these production engineers  
14 have thorough academic training - but, to distinguish  
15 between the person who is a research or a design en-  
16 gineer and a man who is responsible for production, I  
17 think the term "production" is used to distinguish be-  
18 tween the two of them. This is one area in which we  
19 have not provided a channel for our apprentices, good  
20 apprentices, to follow up through a path - not the  
21 traditional path - but, the path up to a professional  
22 standing where they can really make a contribution to  
23 production in this Province.

24 MR. HARRIS: I just want to ask Dr.  
25 Rendall a question. In your opening remarks - and I  
26 just missed it at the very beginning there - you said  
27 the Minister's concept of this whole thing was linking.  
28 Do you start with the operator?

29 DR. RENDALL: That is correct.  
30 The order, as we understand it - and our minds are open -  
but, as we understand it, the operator, is not  
necessarily highly educated. In this new atomic age,  
he is a button pusher, really. Then, you go to the



Mr. Norton knows quite a bit about  
this because he set up courses in India; he is going  
to Singapore and he has been around a bit.  
Mr. Norton, have you anything to say

about this particular field?

MR. NORTON: It seems to me that this

is the one great area in which the Province, in  
particular, has not taken the leadership in training  
engineers that it has not - I don't like to use the word  
"deficiency," engineers, because these production engineers  
have thorough scientific training - but, in this  
between the two, there is a considerable gap in  
design and a man who is responsible for production,  
that the term "production" is used to his input, as  
seen the two of them. This is the area in which to  
have not provided a channel for our apprentices, and  
apprentices, to follow up through a path - not the  
traditional path - but, the path up to a professional  
standing where they can really make a contribution to  
production in this Province.

MR. NORTON: I just want to say, Mr.  
Norton, in your opening remarks - and I  
just missed it at the very beginning there - you said  
the Minister's concept of this whole thing was linking  
no you start with the operators?

MR. NORTON: That is correct.

The other, as we understand it - and our minds are open -  
but, as we understand it, the operator, is not  
necessarily highly educated. In this new world, ago,  
he is a pattern painter, really. Then, you go to the



1  
2  
3  
4 technician. He is a man who understands that machine  
5 and he can service the machine.

6 DR. CRISPO: Where does the craftsmen  
7 fit in? Isn't there an intermediate step between  
8 this operator and the technician?

9 DR. RENDALL: The craftsmen. We  
10 understand as a craftsman - we call him a journeyman.

11 DR. CRISPO: Yes.

12 DR. RENDALL: He is in the designated  
13 trades and we have no designated trades in industry in  
14 our Country. But, you are right. The operator, the  
15 craftsman, the technician, the technologist and the  
16 engineer; that is the order. The operator, the  
17 craftsman, the technician, the technologist and the  
18 engineer.

19 DR. CRISPO: On this very point,  
20 you mentioned that to get into Ryerson you have to have  
21 twelve years' education?

22 DR. RENDALL: Grade XII.

23 DR. CRISPO: Or the equivalent. Now,  
24 what about the apprentice?

25 DR. RENDALL: We are coming to the  
26 trade schools.

27 DR. CRISPO: But, let us assume we  
28 have a Journeyman. Can he get into Ryerson, even  
29 thought he may not have Grade XII?

30 DR. RENDALL: No.

DR. CRISPO: Why can't a skilled  
Journeyman get into Ryerson?

MR. DAVIES: He can't at the present



technician. He is a man who understands that machine  
and he can service the machine.

MR. CHAIRMAN: There does not seem to be  
any line between the operator and the technician?

understand as a craftsman - we call him a "craftsman".

MR. CHAIRMAN: He is in the design  
trades and we have no designated trades in industry in

craftsman, the technician, the technologist and the  
operator; that is the circle. The operator, the  
craftsman, the technician, the technologist and the  
engineer.

MR. CHAIRMAN: In this very brief  
you mentioned that to get into the operator you have to have  
twelve years' education?

MR. CHAIRMAN: Of the equivalent. Now,  
what about the technologist?

MR. CHAIRMAN: We are coming to the  
craftsman. Now, let us return to  
have a journeyman. Can he get into the technician, or

thought he may not have Grade A11?  
MR. CHAIRMAN: No.  
MR. CHAIRMAN: Why can't a skilled

journeyman get into the technician?  
MR. CHAIRMAN: He can't at the present



1  
2  
3  
4 time.

5 DR. CRISPO: There is no way he can  
6 get in there? He is stuck at Journeyman and he can  
7 go no further?

8 THE CHAIRMAN: Industry would re-  
9 cognize him. He can step right up with industry.

10 DR. RENDALL: We are hoping to  
11 establish a route where a boy can start his apprenticeship,  
12 go on through as a technician and go on through Ryerson,  
13 because you have to keep the doors open at the top or  
14 they lose their motivation.

15 DR. CRISPO: I have another question.  
16 Isn't there anyway the Universities can be persuaded -  
17 and particularly the engineering faculties --- If a  
18 graduate from Ryerson is research inclined, is there no  
19 way you can correct that thing and get through the  
20 University faculty?

21 MR. PALIN: First of all, I would  
22 like to tell you this, that prior to setting up a "Tech-  
23 nologist", by the Professional Engineers, it was impossible  
24 for a chap to write that examination for that without  
25 Grade XIII. But, now, if he is a graduate of a  
26 Institute - that would be Grade XII, and then three  
27 years at Ryerson - he can write the examination and be-  
28 come a Professional Engineer that way.

29 DR. RENDALL: But he can't be a  
30 University graduate?

MR. PALIN: No. There is another  
thing happened this year at Toronto. If you graduate  
from Ryerson Institute of Technology with first-class

DR. VERNON: There is no way to do

get in there? He is stuck at a dead end and he can

go no further?

THE CHAIRMAN: Industry would re-

cognize him. He can stop right up with industry.

DR. KENDALL: He is looking to

establish a route where a boy can start his education right

from the beginning as a technician and go on through to a

because you have to keep the doors open at the top of

they lose their motivation

DR. KENDALL: I have another question.

What kind of a route the University can be guaranteed

and, particularly, the engineering faculties -- it is

graduate from Norway is research inclined, is there an

way you can correct that thing and get through the

University faculty?

DR. KENDALL: First of all, I would

like to see you start, that kind of setting up a "Technical

College", by the Professional Engineers, or was impossible

for a day to write that examination, that without

Grade XII, but, now, if he is a graduate of a

university, that would be Grade XII, and then three

years at university, we can write the examination and be-

come a professional engineer.

DR. KENDALL: But he can't be a

university graduate?

DR. KENDALL: No, there is another

thing happened this year at Toronto. It was a

College of Technology with first-class





honours or better, you can apply to the University of Toronto and, on merit alone, you can be admitted to the second year of engineering.

MR. THOMPSON: He has spent three years at Ryerson?

MR. PALIN: That is right.

MR. THOMPSON: And you just go to second year?

MR. PALIN: I would feel that is as high, in my personal opinion - that is about where the institute graduate would fit in. I don't think it would go any higher than that, because there are many differences in University courses.

DR. RENDALL: Have you had any get in yet?

MR. PALIN: No. This is the first year. It will be a year from this September.

DR. CRISPO: At least you have a bridge and the door is open?

MR. PALIN: That is right.

MR. THOMPSON: What about Business Administration? Surely, there is some theory in that? They are not all hard, practical men. They take some theory in this course?

MR. PALIN: I would like to point out, we have the practical approach, but in this course there is a tremendous amount of theory involved. In the engineering course, they are taught engineering. The subjects would have the same name exactly as the Universities' but the approach is different. They don't go to the

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100  
101  
102  
103  
104  
105  
106  
107  
108  
109  
110  
111  
112  
113  
114  
115  
116  
117  
118  
119  
120  
121  
122  
123  
124  
125  
126  
127  
128  
129  
130  
131  
132  
133  
134  
135  
136  
137  
138  
139  
140  
141  
142  
143  
144  
145  
146  
147  
148  
149  
150  
151  
152  
153  
154  
155  
156  
157  
158  
159  
160  
161  
162  
163  
164  
165  
166  
167  
168  
169  
170  
171  
172  
173  
174  
175  
176  
177  
178  
179  
180  
181  
182  
183  
184  
185  
186  
187  
188  
189  
190  
191  
192  
193  
194  
195  
196  
197  
198  
199  
200  
201  
202  
203  
204  
205  
206  
207  
208  
209  
210  
211  
212  
213  
214  
215  
216  
217  
218  
219  
220  
221  
222  
223  
224  
225  
226  
227  
228  
229  
230  
231  
232  
233  
234  
235  
236  
237  
238  
239  
240  
241  
242  
243  
244  
245  
246  
247  
248  
249  
250  
251  
252  
253  
254  
255  
256  
257  
258  
259  
260  
261  
262  
263  
264  
265  
266  
267  
268  
269  
270  
271  
272  
273  
274  
275  
276  
277  
278  
279  
280  
281  
282  
283  
284  
285  
286  
287  
288  
289  
290  
291  
292  
293  
294  
295  
296  
297  
298  
299  
300  
301  
302  
303  
304  
305  
306  
307  
308  
309  
310  
311  
312  
313  
314  
315  
316  
317  
318  
319  
320  
321  
322  
323  
324  
325  
326  
327  
328  
329  
330  
331  
332  
333  
334  
335  
336  
337  
338  
339  
340  
341  
342  
343  
344  
345  
346  
347  
348  
349  
350  
351  
352  
353  
354  
355  
356  
357  
358  
359  
360  
361  
362  
363  
364  
365  
366  
367  
368  
369  
370  
371  
372  
373  
374  
375  
376  
377  
378  
379  
380  
381  
382  
383  
384  
385  
386  
387  
388  
389  
390  
391  
392  
393  
394  
395  
396  
397  
398  
399  
400  
401  
402  
403  
404  
405  
406  
407  
408  
409  
410  
411  
412  
413  
414  
415  
416  
417  
418  
419  
420  
421  
422  
423  
424  
425  
426  
427  
428  
429  
430  
431  
432  
433  
434  
435  
436  
437  
438  
439  
440  
441  
442  
443  
444  
445  
446  
447  
448  
449  
450  
451  
452  
453  
454  
455  
456  
457  
458  
459  
460  
461  
462  
463  
464  
465  
466  
467  
468  
469  
470  
471  
472  
473  
474  
475  
476  
477  
478  
479  
480  
481  
482  
483  
484  
485  
486  
487  
488  
489  
490  
491  
492  
493  
494  
495  
496  
497  
498  
499  
500  
501  
502  
503  
504  
505  
506  
507  
508  
509  
510  
511  
512  
513  
514  
515  
516  
517  
518  
519  
520  
521  
522  
523  
524  
525  
526  
527  
528  
529  
530  
531  
532  
533  
534  
535  
536  
537  
538  
539  
540  
541  
542  
543  
544  
545  
546  
547  
548  
549  
550  
551  
552  
553  
554  
555  
556  
557  
558  
559  
560  
561  
562  
563  
564  
565  
566  
567  
568  
569  
570  
571  
572  
573  
574  
575  
576  
577  
578  
579  
580  
581  
582  
583  
584  
585  
586  
587  
588  
589  
590  
591  
592  
593  
594  
595  
596  
597  
598  
599  
600  
601  
602  
603  
604  
605  
606  
607  
608  
609  
610  
611  
612  
613  
614  
615  
616  
617  
618  
619  
620  
621  
622  
623  
624  
625  
626  
627  
628  
629  
630  
631  
632  
633  
634  
635  
636  
637  
638  
639  
640  
641  
642  
643  
644  
645  
646  
647  
648  
649  
650  
651  
652  
653  
654  
655  
656  
657  
658  
659  
660  
661  
662  
663  
664  
665  
666  
667  
668  
669  
670  
671  
672  
673  
674  
675  
676  
677  
678  
679  
680  
681  
682  
683  
684  
685  
686  
687  
688  
689  
690  
691  
692  
693  
694  
695  
696  
697  
698  
699  
700  
701  
702  
703  
704  
705  
706  
707  
708  
709  
710  
711  
712  
713  
714  
715  
716  
717  
718  
719  
720  
721  
722  
723  
724  
725  
726  
727  
728  
729  
730  
731  
732  
733  
734  
735  
736  
737  
738  
739  
740  
741  
742  
743  
744  
745  
746  
747  
748  
749  
750  
751  
752  
753  
754  
755  
756  
757  
758  
759  
760  
761  
762  
763  
764  
765  
766  
767  
768  
769  
770  
771  
772  
773  
774  
775  
776  
777  
778  
779  
780  
781  
782  
783  
784  
785  
786  
787  
788  
789  
790  
791  
792  
793  
794  
795  
796  
797  
798  
799  
800  
801  
802  
803  
804  
805  
806  
807  
808  
809  
810  
811  
812  
813  
814  
815  
816  
817  
818  
819  
820  
821  
822  
823  
824  
825  
826  
827  
828  
829  
830  
831  
832  
833  
834  
835  
836  
837  
838  
839  
840  
841  
842  
843  
844  
845  
846  
847  
848  
849  
850  
851  
852  
853  
854  
855  
856  
857  
858  
859  
860  
861  
862  
863  
864  
865  
866  
867  
868  
869  
870  
871  
872  
873  
874  
875  
876  
877  
878  
879  
880  
881  
882  
883  
884  
885  
886  
887  
888  
889  
890  
891  
892  
893  
894  
895  
896  
897  
898  
899  
900  
901  
902  
903  
904  
905  
906  
907  
908  
909  
910  
911  
912  
913  
914  
915  
916  
917  
918  
919  
920  
921  
922  
923  
924  
925  
926  
927  
928  
929  
930  
931  
932  
933  
934  
935  
936  
937  
938  
939  
940  
941  
942  
943  
944  
945  
946  
947  
948  
949  
950  
951  
952  
953  
954  
955  
956  
957  
958  
959  
960  
961  
962  
963  
964  
965  
966  
967  
968  
969  
970  
971  
972  
973  
974  
975  
976  
977  
978  
979  
980  
981  
982  
983  
984  
985  
986  
987  
988  
989  
990  
991  
992  
993  
994  
995  
996  
997  
998  
999  
1000



1  
2  
3  
4 same depth. But, certainly it is engineering; there  
5 is no doubt about that.

6 MR. THOMPSON: In Business Administra-  
7 tion, what recognition is given for the course you give  
8 in Ottawa?

9 MR. PALIN: Nothing at the  
10 Universities, no.

11 DR. RENDALL: But this year, for the  
12 first time, we prepared or developed a teacher-training  
13 course for more practical Commercial teachers than our  
14 secondary schools, and one of the graduates admitted -  
15 these people haven't their University degrees - was the  
16 graduate of the Secretarial course at Ryerson. She is  
17 permitted to take this course at O.C.E. and go into our  
18 secondary schools and teach the practical work because  
19 that person, rather than a degree, has more practical  
20 experience and will be a better office teacher or teacher  
21 of office subjects than a University degree person who  
22 has never been in an office. We have been trying to  
23 move towards this in our schools.

24 MR. WHITE: Wouldn't it be fair to  
25 say that the shortage of that type of teacher brought  
26 about that result?

27 DR. RENDALL: Yes.

28 MR. WHITE: We have no choice?

29 DR. RENDALL: The move is being made  
30 with opposition by the Commercial teachers, who feel  
that every Commercial teacher should be a University  
graduate. I do not agree with this. I think we want  
people who know office work, for there is a certain type





1  
2  
3  
4 of person you are sending out as a secretary and a  
5 clerk and they should be taught by people who know their  
6 business. So, I think there is going to be a change  
7 and there is going to be more practical teaching at a  
8 certain level for our boys and girls going out into  
9 business.

10 MR. PALIN: I think we should add  
11 also that one of the strongest opponents to admitting  
12 these people was the head of the Commercial Department at  
13 O.C.E. This Summer, he had fifty-four of them on course  
14 and he said if he could get as good a group as them next  
15 year, he would be delighted to put on another course.  
16 He was very pleased with the caliber of the people on  
17 course.

18 MR. WHITE: I have two questions.  
19 First of all, we are told that while there are 33,000  
20 University students in Ontario today, there will be 100,000  
21 or 110,000 in 1970. There are 3,800 technology students  
22 in Ontario. How many do you anticipate in 1970? Is  
23 there a long-term programme being set up, or anything?

24 DR. RENDALL: No. I don't think that  
25 the Ryerson School, or the Trade School or our apprentice-  
26 ship programme will ever develop fully until there is a  
27 greater understanding in this Country and in this  
28 Province of the need for these people, and greater co-  
29 operation between Government, industry and labour. I  
30 have said this, and I am convinced that that is the way  
they get this thing done in Europe - they all work to-  
gether. They have Committees where they are all re-  
presented and they really go to town.







1  
2  
3  
4 MR. THOMPSON: Where is their lacking  
5 co-operation? You say there is need for co-operation?

6 DR. RENDALL: I don't think it has ever  
7 been attempted here. We have never felt the need for  
8 it yet. I stayed in England, in one school. I was  
9 there too late. I should have come over twenty years  
10 ago; but, they said no, just eight or ten.

11 MR. WHITE: Somebody has to take  
12 the blame and I suppose it is the Government. Maybe  
13 that is the reason for this Committee.

14 DR. RENDALL: Let me tell you this,  
15 because this is just an indication of the move that will  
16 have to be made. On an average now, we are getting  
17 two appeals from industry a week for assistance. They  
18 want us to go in. This comes under Programme 4. We  
19 are wasting time here. But, to show that industry is  
20 beginning to feel that it needs some help in upgrading  
21 their employees, we are getting, on an average, two  
22 appeals a week to help that industry.

23 Now, no decision has been made, as be-  
24 tween the Federal Government and the Provincial Govern-  
25 ment, as to what we are going to do because this will  
26 run into a huge amount of money. When you figure, there  
27 are probably 57,000 employees that might have to be  
28 retrained, at a cost of probably \$1500. an employee, it  
29 is a huge thing and it would have to be considered and  
30 studied before we enter into it. But, it is the first  
indication that we are going to have to work more closely  
with industry and labour, because labour must be sat-  
isfied.





1  
2  
3  
4 MR. GISBORN: Have they not, in  
5 their request for assistance, indicated some willingness  
6 to bear some costs?

7 DR. RENDALL: A portion. Mr.  
8 Johnston can tell you that. He deals with this. It  
9 varies. Some policy would have to be developed, in  
10 consultation with industry and labour.

11 MR. GISBORN: I have a question, Mr.  
12 Chairman. I think that it is an important one. On  
13 the results of graduates from the institutes, what is  
14 the method of follow-up for records or analyses? Where  
15 do they go when they graduate? Is there a follow-up  
16 to determine whether our efforts are paying off?

17 MR. PALIN: Yes. At Ryerson Institute,  
18 because of its size, we have a Placement Officer and he  
19 works with industry. Industry comes to his office and  
20 arranges the placing of these people and he keeps a very  
21 accurate record of how they are getting along and whether  
22 they are successful, and their wages. This information  
23 is available. This started three years ago.

24 Now, up to that time we found it very  
25 difficult to do that because it is a full time job for  
26 a man that is very skilled in this type of work, and it  
27 is working out very well. We have some assistance now.  
28 In another two years, at Ryerson, I think we will have  
29 a very complete set of statistics and it will be very  
30 interesting to see how these chaps are doing. But, we  
keep a very careful record of their advancement through  
the years. In other words, what salaries do they get  
in ten years from graduation date. Actually, it is







1  
2  
3  
4 very little behind the graduating engineers - in most  
5 cases, very little.

6 DR. RENDALL: Thank you. In the  
7 records, do you find many failures out in industry?

8 MR. PALIN: Not very many. We get  
9 to know about them first and we have a record of that  
10 too. We can tell pretty well the last three years.

11 MR. THOMPSON: Have you any idea  
12 of the proportion that go to the States - the aeronautic  
13 graduates?

14 MR. PALIN: Quite a number of the  
15 aeronautic graduates. We have very few aeronautic  
16 graduates at this time. Prior to the cancellation of  
17 the CF-105, we had very large numbers. There was  
18 a programme on the air last night, on television. It is  
19 a depressed industry. But, there are not very many  
20 going to the States, because this way there are a number  
21 who go to work for the National Research Council and  
22 after they have been working there for a while with  
23 scientists, they feel they would like to improve their  
24 lot in life and because they have not been accepted in  
25 Canadian Universities - Michigan State has trained  
26 quite a number of our boys. But, if they come to us,  
27 we try and steer them clear of some of the Universities  
28 in the United States. There is one University ---  
29 It is not a University. But they get engineering  
30 degrees in three years, but those degrees are not re-  
cognized in any State, or in Canada. So, we steer  
them clear of this. Michigan University will take  
them if they have first-class honours from Ryerson.





1  
2  
3  
4 MR. CARRUTHERS: Is the admission  
5 requirement still 60% at Ryerson?

6 MR. PALIN: Yes.

7 DR. RENDALL: The 60% is more or less  
8 elastic.

9 MR. CARRUTHERS: What happens if  
10 they have a surplus application?

11 DR. RENDALL: They will take the  
12 better ones first.

13 MR. CARRUTHERS: Will they increase  
14 that up to 65?

15 DR. RENDALL: In time, maybe.

16 MR. PALIN: We always hope that the  
17 failure rate on a course will drop. There is one  
18 point. You mentioned about going into Grade XIII for  
19 Ryerson courses. There are two courses at Ryerson  
20 that demand a certain number of subjects. One is the  
21 Radio, Television Arts Division and the other one is  
22 the Journalism. And this, again, was suggested by  
23 both industries to us. We felt there should be more  
24 highly academic trained people and you are listening to  
25 these people over the air. That is the only reason.  
26 Those are the only courses involved in this. There is  
27 no desire on the part of the Ryerson Institute to go into  
28 Grade XIII, but this was a very special thing. The  
29 radio industry, for example, were one of the first to  
30 do this and they felt that it was essential that these  
people have a higher academic training, especially in  
the English language and another language....

DR. RENDALL: If the Universities raise





1  
2  
3  
4 their standards, then Ryerson will, naturally, get the  
5 people who can't get into University, who want to do  
6 this kind of work. They will, naturally, go to Ryerson.  
7 So, Ryerson will get more and more Grade XIII students  
8 whose marks do not meet the University's standards, but  
9 will meet Ryerson's and that is actually going to happen.

10 DR. CRISPO: This is very pertinent  
11 to what Mr. White was saying. The Universities can't  
12 take those 110,000 unless they double the University,  
13 at the minimum.

14 MR. WHITE: They are not expecting to  
15 take them.

16 THE CHAIRMAN: They are not now.

17 MR. WHITE: I think this will be quite  
18 an interesting thing to find out. In addition to the  
19 obvious need for more technologists in Ontario, there  
20 is likely an easily proved economic advantage to chanel-  
21 ling more High School graduates into the technological  
22 courses, rather than University. So, I wonder if  
23 Dr. Crispo, or somebody, could find out, as accurately  
24 as possible, the cost of educating a student in Grade  
25 XIII, first, second, third, fourth year Universities,  
26 as compared to one, two, three years in a technological  
27 institute. If we can develop, fairly precisely,  
28 the cost of those two methods of education and how the  
29 expense is borne - that is tuition - Provincial moneys  
30 and Federal moneys, I think it might be a very persuasive  
argument in favour of additional technological institutes.  
I suspect the cost is about one-third.

DR. RENDALL: You would have to get







1  
2  
3  
4 cost to the individual, too. It comes down to the  
5 cost to the individual student as well. We all know  
6 that a fee to the University does not merely pay the  
7 cost of it - not nearly. The fee does not pay the  
8 cost of Ryerson, either.

9 MR. WHITE: I am thinking about the  
10 total cost.

11 DR. CRISPO: In other words, Grade  
12 XIII plus University, versus Ryerson costs?

13 MR. WHITE: Right. And then, you see,  
14 you would break that down to see where the moneys came  
15 from: tuition; Provincial; Federal; Municipal.

16 MR. THOMPSON: I wondered, when you  
17 said something about the apprenticeship training, there  
18 was a suggestion made that it should be increased - the  
19 designated trades should become more enlarged. This  
20 is under the Department of Labour. What is the  
21 liaison between the Department of Labour and your  
22 Department?

23 DR. RENDALL: The liaison is, of  
24 course, a Committee at the Deputy Minister level, super-  
25 intendent level; but, at the present time the Department  
26 of Education operates the apprenticeship school for the  
27 Department of Labour. We operate the apprenticeship  
28 school for the Department of Labour.

29 THE CHAIRMAN: But you have nothing  
30 to say about the apprentice until he comes to your  
31 school?

32 DR. RENDALL: No.

33 THE CHAIRMAN: Labour looks after him





1  
2  
3  
4 until that point?

5 DR. RENDALL: We made our point  
6 when we were talking about apprentices. I don't think  
7 we should repeat it. In Europe, the apprenticeship  
8 system is operated by education - well guarded by  
9 Committees on which labour is represented. That is  
10 actually the way it is done there. Whether it should  
11 be done here or not, I don't know.

12 THE CHAIRMAN: That is a point for the  
13 Committee.

14 DR. RENDALL: That is a point for the  
15 Committee.

16 THE CHAIRMAN: Are there any more  
17 questions?

18 PROF. LOGAN: I am associated with the  
19 Department of Labour, on a temporary basis and I am  
20 digging into some of these problems and trying to find  
21 my way through. But, when we talk about apprentices,  
22 I think the Committee must pretty well realize that a  
23 large part of our apprentices have not had a great deal  
24 to do with the school side of it.

25 DR. RENDALL: Not yet.

26 PROF. LOGAN: I think his idea of  
27 moving on from the apprenticeship branch to, we will say,  
28 higher up, as he was talking about, seems to me must be  
29 thought of in terms of people who have had practically  
30 no school work in their apprenticeship.

DR. RENDALL: That is right.

PROF. LOGAN: But who, in other respects,  
are highly regarded by the people who are hiring skilled







men.

DR. RENDALL: Those are the people who must be upgraded as we go along, academically.

THE CHAIRMAN: As we go along; but, we have a backlog now.

PROF. LOGAN: That, again, is something which is associated with the labour end. There is a great difference among the different trades as to how much education there is actually packed into our present apprentice.

DR. RENDALL: That is right. It is a study that will have to be made by this Committee.

THE CHAIRMAN: Don't you think now that with these new schools that that is going to correct itself over the years?

DR. RENDALL: Yes, I do.

THE CHAIRMAN: There are certain areas where children couldn't get an education. We have dealt with a few in my riding up at Ottawa. So, you couldn't expect the people to go 65 miles to a secondary school. They couldn't afford it. Some of these people make good apprentices though, at certain jobs. But, I am sure we have got a backlog there now of 21 or 22 year olds that will never upgrade themselves as far as education, but they would make good apprentices in industry, in a lot of cases.

PROF. LOGAN: It depends what we are expecting to do with the skilled worker. Are we thinking of him as someone who can see his way through the problems of skill, or are we thinking chiefly of





those who can fix taps and learn it quite largely by rote, and by watching and through experience; or are we looking to give them some of the principles which causes them to think and to get to the same class of thinking and mentality as those other people that we have been talking about are doing?

DR. RENDALL: There really are two classes of apprentices. There will be the apprentice who leaves our school at Grade X; that is the age of 16, if he is a good boy. There will be the apprentice who leaves our school at Grade XII. Now, they are two different people. The one boy will be a tradesman. That will be his level, because he couldn't take academic work beyond Grade X and he quit and went into apprenticeship. But, the other boy went on two more years.

THE CHAIRMAN: Is it because he couldn't or some wouldn't?

DR. RENDALL: Some of them can't. No fooling - some of them can't do it.

THE CHAIRMAN: There are those who can.

MR. CARRUTHERS: Would an average student, one hundred - one hundred and ten, complete Grade XII?

DR. RENDALL: I think so.

MR. CARRUTHERS: He would have to be over one hundred?

DR. RENDALL: Yes. In any Province, in any country ---- They say, in Europe, only 20% of





the people can take further education. We say 25 here and we are generous. There are 75% of the people that the Minister hopes, in his new plan, that we will be able to take and train better so they will go out and serve industries and business. But, we have to find a route for them as they go out. Hitherto, it has been haphazard. They just go out and try to find jobs. We think there is a better way - a route for them at different levels, because there are different levels of people. But, the parents all hope that their youngsters will become doctors or lawyers, and so on. But, they have to face up to this and that is a thing they do face up to in these older countries.

MR. CARRUTHERS: Have we the percentage of those who we feel can complete Grade XII and, therefore, become eligible for our technologies?

DR. RENDALL: Yes. Forty per cent of our girls and boys across Ontario get their Grade XII.

MR. WHITE: That doesn't sound right. Nine per cent of those entering High School graduate from Grade XIII.

DR. RENDALL: That is right.

MR. WHITE: Less than forty per cent graduate ...

DR. RENDALL: I might have raised it one per cent. About thirty-nine per cent get Grade XII diplomas.

THE CHAIRMAN: That is of children that enter High School; but, that doesn't cover all the







people in Ontario?

DR. RENDALL: There aren't many youngsters who don't go to High School now.

THE CHAIRMAN: Not as many as there were; there are a few yet.

DR. RENDALL: There are some, but not many.

MR. WHITE: I thought it was twenty-six per cent.

DR. CRISPO: The Department of Labour figures set the average for Canada at thirty per cent and Ontario wasn't much better.

DR. RENDALL: In our Province, one hundred pupils start Grade IX and seventy-eight go to Grade X; fifty-five to Grade XI; forty-six go into Grade XII and forty get diplomas.

MR. PALIN: That includes the people in four-year courses and technical and commercial, and so on?

DR. RENDALL: That is everybody that gets diplomas at the end of Grade XII; so, sixty per cent don't get Grade XII of the one hundred that started.

MR. WHITE: When you say twenty-five per cent can take further education...

DR. CRISPO: You mean could? They ~~don't~~ now.

MR. CARRUTHERS: You mean one-third of our pupils are below that level?

DR. RENDALL: Two-thirds of the population have to support the other one-third. The





1  
2  
3  
4 one-third are supposed to be the professional people -  
5 the leaders, scientists and research people. But, they  
6 are not direct producers. So, the two-thirds have to,  
7 in a certain sense, support the one-third.

8 THE CHAIRMAN: That other one-third  
9 won't work.

10 DR. RENDALL: Of that forty, I think  
11 we had it that twenty-four per cent went on to Grade  
12 XIII. I think twenty-four of the forty went on to  
13 Grade XIII, and, please remember, there are a few catch  
14 up later - teachers going back to get their Grade XIII,  
and that sort of thing.

15 MR. THOMPSON: You mentioned that the  
16 University might raise its qualifications?

17 DR. RENDALL: It is quite possible.

18 MR. THOMPSON: Do you think that in  
19 comparison with Europe -- you often hear Universities  
20 complaining, or University people complaining that they  
21 have really become a technical institute, taking on  
22 Business Administration and Nursing, and this kind of  
23 thing --- Has this blurred the picture, to some ex-  
24 tent, so that Ryerson - there isn't a place for --- the  
University has partly taken over some of the higher  
training?

25 DR. RENDALL: If you were talking  
26 to a University man, a University professor or a Dean,  
27 he feels that nothing can take the place of what I call  
28 an academic University. He just feels that. He will  
29 fight for it, and we get into great arguments with  
30 them. But, we, on the other hand, feel - those of us







1  
2  
3  
4 who are concerned with this whole picture - that too  
5 many are going to University, certainly at the lower  
6 level of academic ability - too many are going and  
7 probably some aren't going that should. And that  
8 more students should be taking business courses and  
9 technical courses - far more students - to fit into our  
10 economy and raise the level of production. After all,  
11 an engineer isn't really a production engineer. He  
12 may direct production, but he is not a production en-  
13 gineer. He has a lot to do with production. It is  
14 hard to say whether the man sitting back in the office -  
15 who has the more influence on production. But, you  
16 need the man out there - you need that man. The thing  
won't work without him.

17 MR. WHITE: The effect of our system  
18 is that the bottom half of the engineering classes end  
19 up as engineering technologists, as foremen in industrial  
20 plants and so on. It is not an economic way to do it,  
I know.

21 DR. RENDALL: Half of the engineers  
22 aren't really engineering. I think Europe has re-  
23 cognized that and made a difference between the engineer  
24 who has real practical ability and the engineer who has  
research ability.

25 MR. THOMPSON: Isn't there this con-  
26 flict? I am thinking of the European, with the  
27 academic University and the American type, where you may  
28 take a course in factory work and get a degree? We are  
29 moving into the American area. We are fighting con-  
30 stantly with the technical training. That is, the us





University is fighting with the technology and there is this strain taking place. The University of Alberta gives a course in "The Native Soil", I think.

THE CHAIRMAN: If there are any more questions here, let us dig them out.

DR. RENDALL: I think we have pretty well got around the technology, as it exists today.

THE CHAIRMAN: Thank you, sir.

Mr. Johnston and Mr. Eric Palin, on trade schools.

MR. PALIN: Mr. Chairman, Dr. Rendall and Gentlemen: We are talking about the technical institutes which is recently showing the place that they fill and the gap that they bridge between the University graduates and the craftsmen, and this became evident during World Ward Two, when equipment became very complex and something had to be done about it, resulting in the training of technologists. But, there is still a very wide gap existing between the technologists and the craftsmen, as we mentioned around the table today. I think the philosophy, in general, of the trade schools is to again narrow this gap and also make it possible for highways and by-ways through the trade schools and institutes, right on up, as far as you want to go. So, I have a few statistics about the proposal of trade schools. Some of them are in existence now and I will give you this.

In Toronto, we have the Provincial Institute of Trades. The enrolment last year there, which included Schedule 5 courses as well, was 850. We





1  
2  
3  
4 had 1,800 students on extension courses of various  
5 kinds - some upgrading and some almost at the hobby level.

6 Then, recently we have opened the  
7 Provincial Institute of Automotive and Allied Trades,  
8 which is for automotive and diesel. They have had,  
9 during the past year, this particular division had  
10 1,698 full-time day students and a number of those are  
11 also on Schedule V, taking diesel work, which is not  
12 apprenticed at the present time, or designated as such;  
13 and about 650 taking the evening courses, and these  
14 would be people who are probably taking the apprenticeship  
15 courses in automotive or who have completed them and  
16 now are coming back for more information.

17 Another one is opening in September:  
18 The Provincial Institute of Trades and Occupations. This  
19 will be dealing with Schedule V, largely, and also some  
20 other trades not handled in the Provincial Institute of  
21 Trades.

22 The Provincial Institute of Trades in  
23 London - the plans are underway. We plan and hope to  
24 open it in September, 1964. It is possible that if they  
25 are finished, we may open them in the Spring for some  
26 of the Schedule 5 students.

27 MR. WHITE: Are they calling tenders  
28 on it?

29 MR. PALIN: Not yet, no. The three  
30 schools - the Ottawa, London and the Sault - they are  
now working on the final plans and I am not sure of the  
dates of tendering and they are hoping to get them put  
up for tender as quickly as possible.







1  
2  
3  
4                   These are some of the objectives that  
5 we visualize: (1) To provide the necessary complementary  
6 technical training for the apprentice. Again, the  
7 apprentice in any of the designated trades - it is  
8 awfully different from twenty-five years ago, because he  
9 is faced with the problem of using highly complex  
10 technical equipment. All you have to do is see some  
11 of the equipment that is being designed for the auto-  
12 motive trade and you will see what I mean.

13                   So, apart from the apprenticeship  
14 system, which will be handled in the Institute of Trades  
15 and in conjunction with some of the vocational schools  
16 in the Province, it is going to be necessary for these  
17 chaps to take some course to familiarize themselves with  
18 the equipment that is coming out day by day. So, that  
19 was one of the objectives.

20                   Another one is to provide advanced  
21 training for those desiring further courses among graduates  
22 of the new programme - that is the Robart's Plan. First  
23 there is the four-year Science, Technology and Trades.  
24 There are many students who will leave the secondary  
25 system and go to the trade school and, in some cases,  
26 take an apprenticeship. There are many aspects of  
27 this. There is the four-year Business and Commerce;  
28 again, where they feel that they have become probably  
29 better acquainted with the computer systems, and so forth.  
30 This is going ahead at a very fast pace. You can't just  
31 take a course, the curriculum as we used it ten years  
32 ago. The curriculum of the trade schools will have to  
33 be revised almost annually to be kept abreast of it.





1  
2  
3  
4 There will be a four and five-year Arts and Science  
5 course for people who are going to the trade schools  
6 because they have decided they want to become a technician  
7 or a technologist.

8 Then we hope to provide a course for  
9 adults in the three main interest areas; that is the  
10 Science, Technology and Trades; Business and Commerce;  
11 Arts and Science, and this will be for those who have  
12 decided their particular background is lacking. You  
13 should be able to go to the trade school - I am talking  
14 about the trade schools, to make it possible for them  
15 if they have a fine academic background and now they want  
16 to get some practical aspects of it.

17 Then, we hope to provide a path to higher  
18 education for exceptional students who may have missed  
19 the traditional route. There are many boys going to  
20 the trade school who will stop at apprentice and there  
21 will be others who will go beyond the apprentice and  
22 become technicians Grade I, II and III under the Act of  
23 the Association of Professional Engineers and we want  
24 to make this highway possible for them.

25 The trade school is not fulfilling its  
26 obligation unless this is made possible. That is going  
27 to be a little tricky because we have to do some upgrading;  
28 but these things, I think, are all possible, certainly  
29 in the trade schools.

30 I said: "Provide a path to higher  
education for exceptional students who may have missed  
the traditional route." This is happening in Schedule  
V. These people have missed the traditional route and







1  
2  
3  
4 they are now trying to re-establish themselves. This  
5 will always happen. We hope there will be planned  
6 progression with proper credits from High Schools. A  
7 student coming from a vocational school, and going into  
8 the institutes with proper credits and given credit for  
9 the work that he has taken in the vocational school.  
10 So, he may not go into the Institute of Trades; he may  
11 go into another level. As we have talked about the  
12 student going into the University of Toronto in the  
13 second year, we hope we have a plan of progression, and  
14 I am really stressing the vocational schools here, to  
15 the trade institutes and to the technical institutes,  
16 and we hope that we can also make it possible for appren-  
17 tices even, when they have completed their apprenticeship,  
18 to go to craftsmen to go through for technicians and  
19 up to technologists. These things can be done. There  
20 is no doubt about it. Really, to me, this is more  
21 an extension of the Robart's Plan. I think it just goes  
22 right through. I don't think there is any block any-  
23 where. If you have enough intelligence and high  
24 motivation and you want to work hard, you can do this.

25 Next, the courses. The trade schools  
26 will be conducting courses for all designated trades,  
27 at the present time designated by the Department of  
28 Labour, such as the automotive, which is the largest  
29 one, and it is our fond hope, and I think it is the fond  
30 hope of all people, that more trades will become designated  
so as to gain province-wide standards and certification.  
Many trades today are not certified at all.

Then there will be pre-employment courses





1  
2  
3  
4 which could, of course, involve apprentices. We have  
5 suggested, at one time or another that sometimes it  
6 might be wise to have a pre-employment training for  
7 apprentices and there are many other courses too.

8 Then there is the retraining courses  
9 in the Institute of Trades. Right now the course is  
10 for unemployment, which Mr. Johnston will talk about  
11 when you call Schedule 5, and new processes in industry  
12 will demand constant retraining. It is not a matter  
13 today of taking a course and then feeling that you are  
14 through for the rest of your life, because through  
15 experience, of course, and this type of training and  
16 retraining you do keep abreast of the times. A lot of  
17 this will be done in extension courses. I think in any  
18 Institute of Trades, you will find that the night course  
19 - or, I prefer to call them "extension course", because  
20 sometimes in certain divisions you take a night course  
21 in the daytime, because of the occupation, so I call  
22 them extension courses - and I think that they will be  
23 larger than the day school courses, by and large.

24 The Master Journeyman, as we call him -  
25 the man that has completed his apprenticeship and has  
26 had experience, we are going to have to broaden out  
27 their approach and understanding, and here is an example:  
28 Refrigeration for the sheetmetal worker. Refrigeration  
29 is now apprenticed and, therefore, the sheetmetal  
30 worker has to know something about refrigeration because  
he is going to be working with refrigeration people, and  
the same is true in reverse; the refrigeration worker has  
to know something about sheetmetal too. That has





1  
2  
3  
4 become a very complex trade and there will have to be  
5 certain retraining courses to bring those people up to  
6 it and broaden them for the additional complexity of  
7 the industry that they are taking and the work that  
8 they are in.

9 New trades and occupations, as the  
10 need arises; for example, paper technology. That is  
11 a recent one. We have had several requests recently  
12 to make sure that we have a course in paper technology  
13 in the trade institutes.

13 DR. RENDALL: There will be one  
14 in Sault Ste. Marie.

15 MR. PALIN: Yes. There will be one  
16 in Sault Ste. Marie.

17 Another one is in horticulture, which  
18 will be in Ottawa. That is quite a big thing in  
19 Ottawa because of the National Capital Commission and  
20 the Experimental Farm, and so on.

21 The courses we will offer in general  
22 are the full-time day courses; the part-time day co-  
23 operative courses with industry and the regular ex-  
24 tension courses, which will be very large and we hope  
25 that we can offer some Summer courses for these people  
26 who can free themselves for a month or six weeks in the  
27 Summer time, again to broaden out their general  
28 knowledge of the particular trade or occupation that  
29 they are working in.

30 The entrance requirements for  
vocational courses, in general, are Grade X to Grade  
XII, depending on the area of training. The Department







1  
2  
3  
4 of Labour have the say about apprentices, but many of  
5 these trades and certainly the technicians are going to  
6 have to have somewhere between Grade X and Grade XII and  
7 will have to have some upgrading in these schools. You  
8 will have students going to the Institute of Trades  
9 with some Grade XIII education and higher, as we have  
10 at Ryerson. We have a Grade XII minimum, except in  
11 the one or two instances that I mentioned; but, a very  
12 large percentage of the students at Ryerson have full  
13 Grade XIII or part of it - as high as thirty-five to  
14 forty per cent.

14 Then we hope, too, that insofar as the  
15 entrance requirements are concerned they will meet other  
16 requirements of apprenticeship and Schedule 5. There  
17 is a lot of flexibility required in setting up the  
18 entrance requirements of these various courses to make  
19 sure that it is possible for everybody, at any level  
20 past, say, Grade X, to receive training.

20 Also, insofar as the course that we call  
21 - it is really upgrading requirements, or basic knowledge  
22 course - and these are adults, people who have been out  
23 of the system and must meet up with a completely adult  
24 system. It is a face-losing proposition sometimes for  
25 an older person to come into a system that is geared for  
26 the High Schools; so, a lot of these people will go  
27 back to the trade schools and the requirements there  
28 will be based mostly on adults with proof of ability,  
29 maturity and ambition. In other words, we don't  
30 question their background too much at this point.

I made a few notes here that might be





1  
2  
3  
4 of interest to you, concerning enrolments. At the  
5 Provincial Institute of Trades last year ---- I will  
6 put it another way. I think I will mention and deal  
7 more with the maximum number that could be enrolled in  
8 a school. The Provincial Institute of Trades, I  
9 think, about a thousand; the Automotive and Allied Trades  
10 Building, about 350; the Trades and Occupations, 500;  
11 and the Institute of Trades in Ottawa and London, 800 -  
12 800 each; Sault Ste. Marie, about 750. This makes it  
13 possible for us to handle, in full-day operation, 4,200  
14 students.

15 I tried to find out how many University  
16 graduates there were in engineering in Canada for 1961,  
17 and this is in pure engineering courses, and these are  
18 Bachelors, and there are 2,249, or roughly 2,300  
19 graduates.

20 DR. RENDALL: From the Universities?

21 MR. PALIN: Yes. This, by the way,  
22 came from the E.I.C. Journal, in the January issue of  
23 this year.

24 DR. RENDALL: Did you say in Ontario?

25 MR. PALIN: No. This is in Canada.  
26 The Institutes are graduating roughly about 400 graduates  
27 a year.

28 DR. RENDALL: That is in Canada again?

29 MR. PALIN: Actually, this is Ontario.  
30 The only place the technical institutes, at the Ryerson  
level, or the institutes operated in Canada at the  
Ryerson level are only in Ontario. At this point, the  
others are at a little lower level but they are gradually







1  
2  
3  
4 coming up.

5                   The trade schools - I mentioned the  
6 numbers there that do graduate and they are small in  
7 comparison to some of the needs there.     Sometimes we  
8 like to think in terms of the craftsmen and the  
9 technicians and the technologists and the graduating  
10 engineers, having suggested a ratio of four to one.  
11 In this case, we have included them all.     Let us say  
12 four to one.     It means that we should have somewhere  
13 between eight and ten thousand people coming out of the  
14 trade schools to the institutes in a year and we are  
15 falling far below that.

16                   This is the presentation and I did not  
17 try to give you too much detail on this.     I thought,  
18 Dr. Rendall and Mr. Chairman, that you might like to ask  
19 me some questions on this and Mr. Norton is going to  
20 assist me.

21                   DR. RENDALL:     Let us pin this down  
22 first.     One of the features of a trade school will be  
23 to train apprentices?

24                   MR. PALIN:     That is one feature.

25                   DR. RENDALL:     All the trade schools  
26 will do apprenticeship training?

27                   MR. PALIN:     That is right.

28                   DR. RENDALL:     Do you foresee a time,  
29 if we went into the apprenticeship system - if we did -  
30 and we have gone into it only in the designated trades  
now and some trades - if we went into it in industry,  
do you see a time when the trade schools couldn't take  
them all?





1  
2  
3  
4 MR. PALIN: I am quite sure if you  
5 developed your apprenticeship system in industry, out-  
6 side the designated trades for the Department of Labour,  
7 I don't think that the schools you are putting up at the  
8 present time would even scratch the surface.

9 DR. RENDALL: In this new building  
10 programme that we have developed, in our secondary  
11 schools, I believe that in the first year or even the  
12 second year of apprenticeship - not last year - but  
13 the first and second years of apprenticeship, they can  
14 come back to our secondary schools, if necessary?

15 MR. PALIN: Yes.

16 DR. RENDALL: I mean, there is the  
17 tie-up; the buildings are going to be there? The  
18 equipment is going to be there and if in your study of  
19 this you feel - if you do feel that the apprenticeship  
20 system should be developed, please remember that we  
21 could take apprentice boys back for their part-time,  
22 whatever it is, back into our schools quite easily be-  
23 cause there would be so many working and so many coming  
24 back.

25 MR. WHITE: That doesn't jibe with  
26 the information given to us at a previous meeting that  
27 the space you are providing will be sold out.

28 DR. RENDALL: It will be sold out as  
29 far as classrooms are concerned - not as far as shops.  
30 We will be building classrooms. We will be, in 1966,  
building additional classrooms and I think we already  
have shops for some time.

MR. WHITE: How long?





1  
2  
3  
4 DR. RENDALL: How long, Mr. Davies?

5 MR. DAVIES: Five years.

6 DR. CRISPO: Is it fair to say  
7 that in some institutes the number of shops available  
8 is quite limited and for many apprentices they couldn't  
9 get through the technical schools because they only  
10 offer a limited range of shops? What do you do when  
11 you get outside the large centers and you have a limited  
12 range of shops?

13 DR. RENDALL: We haven't many new  
14 schools with a limited range of shops, as we understand  
15 shop work, now. Probably, in ten years, the shop idea  
16 will expand. But, at the present time most of our  
17 schools are being built with a full range of shops.

18 MR. DAVIES: Five shops, including:  
19 Drafting, electricity, machine shop, carpentry, auto  
20 mechanics. Those are the basic shops, and we have  
21 impressed upon the architects to plan all these additions  
22 so that extra shops can be added without disrupting the  
23 existing shops.

24 DR. CRISPO: But it still leaves a  
25 number of the trades without directly related shops?

26 DR. RENDALL: They would have to go  
27 to the trade schools.

28 THE CHAIRMAN: Do you, in your shops  
29 in these new schools, include welding or sheetmetal?

30 MR. DAVIES: In many instances they will  
put welding equipment in both the machine shop and the  
auto shop so that the boys get some experience, and  
we have to watch that these additions to the High Schools







1  
2  
3  
4 don't get over equipped with shops.

5 MR. WHITE: Dr. Rendall, you have given  
6 the availability of the plant as a reason for using the  
7 vocational schools, if we go for some type of "sandwich"  
8 course?

9 DR. RENDALL: Yes - in the early years  
10 of apprenticeship.

11 MR. WHITE: Now, we have been told  
12 that the existing facilities will last us until 1965,  
13 but not beyond; so, I am just wondering if you are  
14 expressing a preference here for vocational schools,  
15 as opposed to the Provincial Institute of Trades?

16 DR. RENDALL: No.

17 MR. WHITE: Availability of plant does  
18 not seem to be a good long-term reason.

19 DR. RENDALL: I think an Institute of  
20 Trades is much more closely allied to business than our  
21 secondary schools will be and the boy will get a better  
22 idea of business in a trade or an industry. But, in his  
23 first year of apprenticeship, really and truly, what  
24 he needs is to watch his academic work and some shop  
25 work and we give him that in our schools.

26 MR. WHITE: The availability of plant  
27 has nothing to do with that though, has it?

28 DR. RENDALL: No.

29 MR. CARRUTHERS: Has there been any  
30 effort made on behalf of the Provincial Trades School,  
to advertise the school in the secondary schools to draw  
students?

MR. PALIN: I would say through the





Guidance Department.

MR. CARRUTHERS: Ryerson puts out material which is advertised in the schools.

MR. PALIN: The Provincial Institute of Trades was the only existing school until a few months ago and they have a calendar that is sent to all the secondary schools, the same as the Ryerson calendar, except it is related to the trade business.

DR. RENDALL: Mr. Carruthers, you must remember that there is a great deal - when the Principals and the Heads of Departments meet, there is always some speaker there from the Department, who is describing the whole programme. We never miss an opportunity of discussing our programme as a whole. Mr. Norton, when he goes to London as Principal of a Trade School, will spend a great deal of his time, certainly at the beginning, in the schools in his area, describing the courses that he gives, and it is better advertising if you can get a man who knows his stuff to walk right into an auditorium and meet a group of boys and tell them what his school is doing.

MR. WHITE: You don't reach the parents in the auditorium.

DR. RENDALL: No.

MR. CARRUTHERS: Students seem to know a great deal about Ryerson but they don't know anything about the Provincial Trade School.

DR. RENDALL: We have never advertised it much. They have a calendar and they get it out every year.







1  
2  
3  
4 MR. CARRUTHERS: I think a lot of  
5 our students are going to have to be directed into  
6 something like this.

7 MR. PALIN: I don't think the trade  
8 schools, up to this point, have really had the opportunity  
9 they would like to have had in this direction. At  
10 Ryerson, we attended every Career Guidance Day that  
11 we could find anywhere in the Province, and this is one  
12 of the ways we have publicized it. A fine calendar  
13 that would attract people, and students and parents  
14 alike like to read the Ryerson calendar and I don't think  
15 the trade school has had as much of an opportunity to  
16 do this.

17 DR. RENDALL: I think Mr. Carruthers  
18 is right. I think there should be much greater  
19 publicity given, as we proceed into the trade school  
20 area.

21 MR. THOMPSON: One thing I have  
22 noticed - again, it is a very limited experience - but,  
23 going to some schools in my own riding, at graduation,  
24 there is a great deal of bursaries given to the children  
25 going into University. There aren't bursaries given  
26 by the Provincial Government. Do they give bursaries  
27 to these students?

28 DR. RENDALL: We give bursaries  
29 to the Institutes of Technology. As yet, we have given  
30 no bursaries to the trade schools.

DR. CRISPO: You gave figures,  
Mr. Chairman, for the capacity of the schools at the  
present time. What percentage of the capacity is now





being realized?

MR. PALIN: Three trade schools are not opened yet. The Provincial Institute of Trades is actually filled at the present time; so is the Trades and Occupations.

DR. RENDALL: No - the Allied Trades.

MR. PALIN: I mean the Automotive and Allied Trades.

DR. RENDALL: The new one has not started yet up in North Toronto, so we can't tell you; but, I think it would start almost full.

MR. PALIN: The Provincial Institute of Trades last year, I think it would be safe to say, was more than full.

MR. JOHNSTON: The Provincial Institute of Trades on Nassau Street, actually at one time - and it varies from time to time, because there are short courses - but, at one time, in January or February of this year, we had twenty-one or twenty-two hundred students there on shift and, in addition to that, we had an evening class. That school was operating twenty-four hours a day. We had three shifts and there were twenty-one to twenty-two hundred of the apprentices, the fee-paying pupils on Programme 5.

PROF. LOGAN: Would these apprentices which you find going to the trade school, are some of them coming out of the manufacturing plants where the apprentices are that have practically no connection?

DR. RENDALL: No.





1  
2  
3  
4 DR. RENDALL: No.

5 PROF. LOGAN: There is where quite a  
6 large portion of your modern apprentices are, very  
7 frequently. In Hamilton, if you talk to foremen along  
8 the waterfront there, they are going to Central Secondary  
9 School. That is where they are getting their contact  
10 with education.

11 DR. RENDALL: They are going there  
12 in the evening.

13 PROF. LOGAN: The evening only?

14 DR. RENDALL: Yes. There are no  
15 "Sandwich" courses in our secondary schools yet where  
16 they go to industry and back to secondary school.

17 DR. CRISPO: Some of the larger firms  
18 are making use of Ryerson at night, too.

19 MR. PALIN: Yes. This is the A.T.E.X.  
20 system.

21 MR. CARRUTHERS: As more trades are  
22 designated and become skilled, there is going to be a  
23 big expansion in the trade schools?

24 MR. PALIN: Yes. If you open it up  
25 for industry, such as The Steel Company over in Hamilton,  
26 you are going to change the complexion of this thing  
27 tremendously.

28 MR. CARRUTHERS: That is why I feel  
29 there has not been enough emphasis put on this.

30 DR. LOGAN: I think there is a tendency  
in this academic group - if I may use that term - this  
technologically-minded group, to think of there being  
a tremendous number of people who are material for







1  
2  
3  
4 apprenticeship. There is a comparatively limited  
5 number of people who are qualifying for apprenticeship  
6 at the present time in the manufacturing plant.

7 DR. RENDALL: The reason I feel that  
8 our apprenticeship system is going to be hard to handle  
9 is this: In this country, we have to go to school  
10 until we are sixteen. Now, in Sweden, they are raising  
11 theirs to sixteen, but it has been fourteen. But, you  
12 take a boy in the last few years, where we have had  
13 pretty good times. He can go out and get a job and get  
14 a salary, and get a car. He will not take an apprentice-  
15 ship and he doesn't take it. He is going to get married  
16 by the time he is about twenty-one and he doesn't take  
17 it. We have to find a way and this is why, Mr. White,  
18 I suggested that probably in the early years of apprentice-  
19 ship we might put sandwich courses in our schools - get  
20 them started. It takes them so long and in this  
21 country they are all in a hurry. These young people  
22 are in a whale of a hurry to get along and get a car and  
23 go out, and that sort of thing.

24 PROF. LOGAN: Get a gravel truck and  
25 make a good living.

26 DR. RENDALL: That is where we have  
27 fallen down and we have to be able to work out a scheme  
28 whereby that boy can get through his apprenticeship  
29 reasonably early and show him the returns for the sacrifice  
30 in his life and that work he is going to do. We have  
never done it. We have never pressed it. Apprenticeship  
is not preached. Whether apprenticeship is the way  
to do it in this country, I don't know. That is for you





1  
2  
3  
4 to decide. : If we do it, I think we should do it also  
5 in industry, as well as in the designated trades.  
6 I feel strongly about that, that if we are going to  
7 do it we should do it well and spread it into industry.  
8 We have to have everybody's knowledge and support. It  
9 is a huge question because it involves seventy-five  
per cent of our people.

10 PROF. LOGAN: Production isn't the  
11 same as repair and that is where your apprentices are  
12 coming from - from the repair end.

13 DR. RENDALL: That is right. But,  
14 if we have the industries taking apprentices, then you  
15 get your production apprentice. I was in a factory  
16 in Great Britain and there were about seventy-five  
17 apprentices on that floor, with an instructor. It was  
18 an aeroplane plant. I never saw anything like that.  
19 There were at least seventy-five on that floor, in that  
industry.

20 THE CHAIRMAN: I think we will break  
21 for lunch right now and we will meet here again at  
22 two o'clock.  
23  
24  
25  
26  
27  
28  
29  
30







1  
2  
3  
4 ---UPON RESUMING AT 2:10 p. m.  
5  
6

7 THE CHAIRMAN: Gentlemen, the hour is  
8 past two. Are there any questions now pertaining to  
9 trade schools? I think Mr. Johnston is going to take  
10 over. If there are any, he will try and answer them.

11 DR. RENDALL: I thought Mr. Chairman  
12 that perhaps if Mr. Norton in about eight or ten minutes  
13 could tell you what he is planning to do in the new  
14 London Trade School you would get a picture not of the  
15 old one, which is jumbled a bit, but of a brand new  
16 trade school being built where it is a clean cut thing.  
17 I think he might be able to give you a picture of what  
18 he is planning to put into that school. It might help.

19 THE CHAIRMAN: Very good sir.  
20

21 ---S. A. NORTON and L. N. JOHNSTON CALLED FORWARD  
22

23 MR. NORTON: Mr. Chairman, Dr. Rendall,  
24 gentlemen: The London Trade School is being set up,  
25 of course, on the basis of the fact we are required to  
26 provide training for apprentices. Those apprentices  
27 in a designated trade. We are required to provide  
28 accommodation for a number of designated trades.

29 Now it is not anticipated that each of  
30 the trade schools will be equipped for all the designated  
trades but somewhere in Ontario there will be an area  
for each of the designated trades and this, to some





1  
2  
3  
4 extent, has indicated a layout in setting up the over-  
5 all idea or programme or plan for certain jobs in acquir-  
6 ing this particular trade school.

7 Now in each area, and I am thinking  
8 particularly of the London area, on the basis of research  
9 with the electrical, mechanical contractors in the area,  
10 it was decided that there are certain subjects that are  
11 vital in terms of this particular community. Plumbing,  
12 for instance, and sheetmetal work and electrical con-  
struction.

13 Now there was this group that are con-  
14 cerned with tool makers, gauge makers, die makers and  
15 operators of the machine shop. It was felt that a  
16 machine shop would be desirable to have. On the basis  
17 of some research, we came up with the plant layout for  
this particular school.

18 In general, the largest number of  
19 apprentices in any trade are the motor vehicle repairs.  
20 There are many times the number of motor vehicle repair  
21 apprentices in this Province than there are in other  
22 apprentice groups. Each of the schools will be pro-  
23 viding training in this area. This represents the  
24 largest individual training area in the London School.

25 We propose to train for each of the  
26 three present certificates given by the Department of  
27 Labour and we are anticipating the fourth certificate  
28 that will ultimately be given. That is in heavy equip-  
29 ment so there will be then in the motor vehicle field  
adequate training facilities for the general automobile,  
30 as we know it.





1  
2  
3  
4 The diesel engine, with its peculiarities,  
5 and heavy equipment. The other certificate the Department  
6 of Labour gives has relationship to carburation and  
7 ignition with respect to the gasoline engine.

8 We had a question about welding. Welding  
9 is normally thought of as a tool of the trade rather  
10 than a trade in itself. The Department of Labour thinks,  
11 and have set up that a trade to be apprenticeable  
12 should require more than two years to learn the business.  
13 We think of welding as a tool of the trade. It is  
14 important, for instance, for the machine shop man and  
15 the tool maker who need not be skilled welders. It is  
16 important to know metallurgy that a welder ought to know  
17 in order to know contraction, expansion. This sort of  
18 thing that takes place in the things he makes.

19 Welding then is an area in which we can  
20 teach operators. Under our Schedule 5, for instance, where  
21 we are doing welding at the present time we are unable  
22 to take our Schedule 5 boys to completion of the course  
23 because local industry have absorbed them as fast as we  
24 can train them. So that welding then represents operators,  
25 if you like, as far as production is concerned that will  
26 contribute in no small way to the other machine shop  
27 trades and generally to the construction trades where  
28 welding is a factor.

29 Again electrical construction is a  
30 designated trade. We require equipment and accom-  
modation for electrical construction. Now this will  
have industrial electricity as well as house wiring,  
building wiring, motor control and industrial electricity







1  
2  
3  
4 generally. Along with that, but not necessarily  
5 complementary to it but associated with it, electronics.  
6 Not necessarily the sophisticated type of electronics  
7 missile tracking and this sort of thing, but electronics  
8 as associated with industrial controls.

9 Because of the fact that carpentry is  
10 a designated trade, we have provided equipment and  
11 accommodation in the school for it. The number of  
12 apprentices in this trade at the present time are very,  
13 very few and just who should be responsible to do some-  
14 thing about encouraging the enrolling of apprentices  
15 I think is outside the scope of my terms of reference  
16 but certainly at the present time, because it is a  
17 trade, because there are apprentices, we are providing  
18 equipment and accommodation with the hope that it will  
19 be taken up.

20 In any event, there are trades such as  
21 wood pattern making that are very alive trades in the  
22 community in which training certainly is required, so  
23 we will make good use of the accommodation.

24 Sheetmetal again is also a designated  
25 trade and while there are not a large number of  
26 apprentices in it, quite a number coming in. There  
27 has just recently been designated, along with sheetmetal,  
28 as was mentioned this morning in one of our discussions,  
29 refrigeration.

30 Now recently the Department of Labour  
have designated refrigeration as a trade. We have  
associated with sheetmetal in the past refrigeration  
but it will become, as they clean up the trade and get

generally, though with some exceptions, the...  
...of the... of the...

...of the... of the... of the...  
...of the... of the... of the...

...of the... of the... of the...  
...of the... of the... of the...

...of the... of the... of the...  
...of the... of the... of the...

...of the... of the... of the...  
...of the... of the... of the...

...of the... of the... of the...  
...of the... of the... of the...

...of the... of the... of the...  
...of the... of the... of the...

...of the... of the... of the...  
...of the... of the... of the...

...of the... of the... of the...  
...of the... of the... of the...

...of the... of the... of the...  
...of the... of the... of the...



1  
2  
3  
4 people certified, a trade of its own. We are providing  
5 flexibility in this for training in air conditioning  
6 and refrigeration.

7 There is no question about justifying  
8 plumbing. In this area the electrical, mechanical  
9 contractors are very anxious that a course is arranged  
10 for their apprentices and we will have adequate  
11 facilities and accommodations for them. I pointed out  
12 about the machine shop. The London area is not  
13 heavily industrialized but certainly there are a great  
14 number of industries that are metal using industries  
15 and while this is not a designated trade, it is fair  
16 enough to say that there are a number of apprentices  
17 in the area who are now registered with the Department  
18 of Labour. They will ultimately get a Department of  
19 Labour's Certificate as having completed an apprentice-  
20 ship but this is not a designated trade simply because  
21 industry generally and labour generally have not re-  
22 quested the Department of Labour to make this designation  
23 but there are apprentices going out of this and certainly,  
24 as we all know, there is a very, very large demand for  
25 operators at certain times.

26 For girls, and this might be a question  
27 that occurred to you, we have had meetings in the  
28 London School with the Local Council of Women. Dr.  
29 Dorothy Smith is very active in the Provincial Council  
30 and she has spurred this on a bit.

We have asked for suggestions from  
various groups as to what kind of accommodation facilities  
they would like us to provide. At the present time







1  
2  
3  
4 it is largely with occupations in the commerical fields,  
5 and I am thinking as broadly as merchandising as well  
6 as typing and normal office procedures, and also ade-  
7 quately equipped hairdressing establishments.

8 This again is a designated trade.  
9 There are two designations, both A and B in our Depart-  
10 ment of Labour. The section of hairdressing which  
11 comes under B is where it is possible to learn the  
12 trade completely in a school and this is not true, of  
13 course of most trades, as we know. On the completion  
14 of the course graduates can try the Provincial Examinations  
15 to certify as to their competence, of course, and  
16 they become, if we like to think of them, as journeymen.  
17 This course will not only be available to girls but  
18 basically for girls.

19 So that in general we have equipped the  
20 school on the basis of some research in the community.  
21 On the basis of the fact that we are required to provide  
22 training for the designated trades, to provide accom-  
23 modation and equipment for them and we have provided  
24 flexibility in the layout to incorporate other activities  
25 which we think has potential such as refrigeration and  
26 air conditioning which is now becoming a certified  
27 trade.

28 That, in general, is what we plan for  
29 the London School. I might add - Dr. Rendall since  
30 you suggested I might discuss the kind of course, if  
I might just take two minutes to do this. Mr. Palin  
went over it, so I will try and not duplicate what he  
said. In my judgment there are about four different





1  
2  
3  
4 areas that got behind our thinking on this. One is  
5 the fact many jobs are now becoming redundant in in-  
6 dustry simply because they no longer exist. They no  
7 longer exist because of automation, because of economic  
8 factors.

9 I know one of our local industries  
10 has moved to a particular area because, on the basis  
11 of research, the people that live in this new area have  
12 high mortgages which require the women to work. They  
13 require a lot of women to work in their plant and this  
14 is the basis on which they have located in this  
15 particular area. This was a very important factor for  
16 them deciding to locate in this particular area.

17 There are other factors, such as di-  
18 versification. I think it is the tendency now on the  
19 part of most industries to get away from one or two  
20 shot items and diversify their products. This creates  
21 new jobs. All these things require a retraining pro-  
22 gramme.

23 Now we are hoping in the trade schools  
24 generally that we will have accommodation and equipment  
25 to work with the industry on the basis of co-operative  
26 training programmes, as they develop, to provide the  
27 training. We hope industry will anticipate their  
28 needs, and are doing it in some cases at the present  
29 time. They are saying that six months from now we  
30 are going to automate that production line. Those jobs  
will then become redundant.

We hope that, in the meantime, we can  
carry on a retraining programme so that these people





1  
2  
3  
4 will not be dumped on the labour market. We can make  
5 a significant contribution to the labour force and to  
6 the training of the labour force.

7 One of the things that has given the  
8 European economy so much of a boost, I think, is the  
9 fact that they have tremendous mobility in their labour  
10 force. This may not be thought of as advantageous  
11 from the point of view of the individual industry but  
12 it may be an advantage having a labour force that has  
13 a broad background that can assimilate the new training  
14 programme quickly. It is a very important factor  
15 in stimulating and creating a buoyant economy so it is  
16 my hope that the school with an adequate academic pro-  
17 gramme, I am thinking of an academic programme in terms  
18 of those subjects that will contribute to their mobility.  
19 I am thinking now in terms of science, mathematics and  
20 English particularly and that we will be able to make  
21 a significant contribution to those people who come to  
22 us to increase their mobility as a labour force by  
23 providing them with a background on which the new re-  
24 training programmes can be efficiently implemented.  
25 Thank you.

26 MR. THOMPSON: In connection with  
27 the mobility of the labour force with European back-  
28 grounds, did I understand that what the trade schools  
29 require is Grade X or XII who are likely to go into the  
30 trade schools?

MR. NORTON: Grade X.

MR. THOMPSON: I am thinking of a  
European who has come here who has the equivalent of







Grade X.

MR. NORTON: I think this is rather a good point to pick on because we are going to have some problems with our own people who drop out of school before Grade X and this is the particular school that should be tooled up to do this job and this will require a growing programme within the school. As you know, with the new diversified occupations' programme under the new programme of the Department of Education, it is possible now to transfer people from the public school to the high school for purposes of making them more employable. They have not earned the right to be in high school but will be there because of age, chronological factors and this is another programme in the trade school where we have people not associating necessarily with the trades who will be assimilating the basic skills. I am thinking of the basic skills, English, math, science on which a skilled training programme can be implemented. We have in mind these people who now have the background on which we can build skilled training. Grade X or equivalent. This is a good point. It is not a rigid thing. I have here three words "ability, maturity, ambition." These are the characteristics, the criteria we would like to use in arriving at an equivalent.

MR. CHAPPLE: One question I would like to ask Dr. Rendall. I believe at the last meeting he made a statement that there were going to be one hundred and four trade schools built in Ontario.

DR. RENDALL: No. Those were





1  
2  
3  
4 technical schools.

5 MR. CHAPPLE: Just wondered whether  
6 this was the same kind of school.

7 DR. RENDALL: No.

8 MR. CHAPPLE: I was wondering what  
9 these one hundred and four schools were going to consist  
10 of or whether the one hundred and four was a group of  
11 all types of schools of this nature.

12 DR. RENDALL: No. These have nothing  
13 to do with the schools I mentioned. The schools I  
14 mentioned, Mr. Chairman, Mr. Chapple, are schools that  
15 are built. They are making additions. In some cases  
16 building new composite schools, one portion of which is  
17 a technical school.

18 As you know, your Selkirk School in  
19 Fort William has a shop section now. There will  
20 be more than one hundred and four really but they have  
21 nothing to do with this.

22 MR. CHAPPLE: This is an entirely  
23 different feature to the one hundred and four schools?

24 MR. RENDALL: That is right.

25 MR. CHAPPLE: I may be wrong in my  
26 figure. It's stuck in my mind that was the number.

27 MR. CRISPO: I am still somewhat  
28 concerned about the question that was raised here of  
29 Grade X, or equivalent, to get into a trade school. Surely  
30 there are many occupations that do not require Grade X  
and there are many of our people that cannot get to Grade  
X and even if you offer them these upgrading courses in  
the trade schools, they are not going to be able to accept





1  
2  
3  
4 them. Not going to be capable of absorbing it.

5 In this area I am thinking of the service  
6 station attendants. Perhaps even cooks. Do we really  
7 have to insist on Grade X? What do we do for these  
8 people that can't get to Grade X in terms of academic  
9 standards?

10 MR. NORTON: I think in terms of this  
11 that it is the diversified occupation stream that will  
12 be developed under the new programme. Those who are  
13 chronologically advanced and are not advanced academically,  
14 they will be trained in certain areas such as service  
15 station attendants and those areas which, in the judgment  
16 of the local authorities, are significant to this group  
17 of people and we are hoping that they will be skimmed off  
18 into the work-a-day world before this stage, but those  
19 who can benefit from further training and who have not  
20 achieved Grade X standing, who are sixteen, will secure  
21 upgrading in the trade schools.

22 MR. GISBORN: This presumably can be  
23 in some sort of special programme in the High School.

24 MR. NORTON: In this particular pro-  
25 gramme.

26 DR. RENDALL: In most of our pro-  
27 grammes, Mr. Chairman, in our school programmes is  
28 planned in every one of these schools either as a part  
29 of, the addition or a new school or, in Toronto, as a  
30 separate school. They have accommodation for a  
diversified occupation programme for these young people  
who cannot pass their entrance examination, who are  
transferred rather than promoted and we are going to put







1  
2  
3  
4 them in there and teach them service occupations.

5 MR. CARRUTHERS: I am concerned about  
6 a great many industries - I was thinking of my own Town  
7 - where they are now demanding Grade X to even go into  
8 the factory to operate machines. I know several  
9 students of mine have gone into the file factory in  
10 Port Hope. I would say they have possibly a Grade  
11 V standard, although they were pushed on to Grade VIII.  
12 Many of these students are pushed on into High School  
13 actually with about a Grade VI. They get into High  
14 School because they have been pushed on continually until  
15 they come to Grade VIII and they move into High School.

16 Is the tendency going to be for all  
17 industry to demand Grade X standing for admittance be-  
18 cause there are many jobs in the factory which do not  
19 require this and yet this seems to be the tendency.

20 I know the file factory, for instance,  
21 have this policy and yet they take in a boy like this  
22 because they know his background. Know he has got  
23 the drive and has got good character.

24 MR. NORTON: My own personal obser-  
25 vation on this, for what it is worth, is if I were hiring  
26 and had a choice between a Grade X and a student with  
27 Grade VI or Grade VII, all things being equal I would  
28 take the Grade X person simply because his potential  
29 for retraining programme and I think that is the situa-  
30 tion in industry. They are going to take Grade X while  
31 they can get Grade X. This would be my thought for  
32 the future in this regard.

33 MR. CARRUTHERS: There are a great





1  
2  
3  
4 many boys who have the drive and who have good working  
5 habits and who would maybe out-class that Grade X  
6 student.

7 MR. NORTON: Could be.

8 MR. CARRUTHERS: I have gone into this  
9 in our local situation. Have asked the Office Manager  
10 of one factory the other day - he just retired after  
11 thirty some odd years - he said give me a good average  
12 student who has good working habits and I will take him  
every time.

13 THE CHAIRMAN: Grade V wouldn't be a  
14 good average would it?

15 MR. CARRUTHERS: I know several boys  
16 who are really making a success in factories with Grade  
17 V standing, operating machines. I know one boy who  
18 is operating a machine in the file factory. He only  
19 has Grade VI. Had a terrible time getting through  
20 school. He is the first man in thirty years who has  
21 been able to cut files of that type. That boy hasn't  
got anywhere near Grade X.

22 THE CHAIRMAN: Was he mechanically  
23 inclined?

24 MR. CARRUTHERS: Yes. Under the  
present system he would be eliminated.

25 THE CHAIRMAN: Not necessarily. I  
26 don't think he would be if they knew his inclination.

27 MR. CARRUTHERS: This becomes rigid.

28 THE CHAIRMAN: I can understand the  
29 statements just made here, if you were hiring a boy of  
30 Grade X or one with Grade V, naturally skim off the Grade





X boys.

MR. CRISPO: This fellow wouldn't be left out altogether. This is the typical kind of fellow that would be transferred out of Grade school into the High School or occupational course.

DR. RENDALL: He would now. He would find his niche or his particular job. We have a slot for everyone now, if we can persuade them and their parents to let us try out this particular slot for them.

MR. CARRUTHERS: Dr. Rendall, you do not have anyone going to Public School today with less than High School entrance?

DR. RENDALL: We have many leaving at six now.

MR. JOHNSTON: Have a level of about Grade VI, academically about Grade VI.

DR. RENDALL: In some, but in most areas now we have as high as ninety-five per cent of the youngsters moving on to High School from Public School. Probably five per cent don't go on. You think we have a high drop out. It isn't so.

MR. CARRUTHERS: Promoted or transferred?

DR. RENDALL: Both.

MR. CARRUTHERS: What per cent would be transferred?

DR. RENDALL: I don't know how many. Would there be two per cent?

MR. JOHNSTON: Less than five.

MR. CARRUTHERS: I would say ten per cent







1  
2  
3  
4 in our case would be transferred.

5 DR. RENDALL: I might tell you this,  
6 we are speaking at the end of a period where the elementary  
7 schools have had great trouble, suffered a shortage of  
8 elementary school teachers for the last, let's say the  
9 last ten, twelve years and we have had to go out and  
10 coax people back to teach elementary school.

11 We have had to go back and get a fifty-  
12 five year old woman who had not taught school for thirty  
13 - twenty-five years, to come back and teach school,  
14 elementary school. A lot of that across Ontario.

15 Now we are suffering from that a bit  
16 but we are moving out of it.

17 MR. CARRUTHERS: I am thinking of it  
18 on the basis of I.Q. Eight to ten per cent below ninety  
19 per cent.

20 DR. RENDALL: Not so many.

21 PROF. LOGAN: I can't see Mr. Chairman  
22 just how the handling is done of these classes. Do you  
23 have them in half a dozen classes in the school?

24 DR. RENDALL: You mean in a High  
25 School?

26 PROF. LOGAN: I am talking now about  
27 people whom we are going to apprentice to become journey-  
28 men. Expect to get there in four years.

29 DR. RENDALL: That has been the trouble  
30 down at P.I.T. Have them all the way from Grade VI  
to Grade XII altogether. They had to separate them.

PROF. LOGAN: Now you are calling them  
all by the same label.





1  
2  
3  
4 DR. RENDALL: Had to so far.

5 PROF. LOGAN: All are expecting to be  
6 on their way in four years to be a journeyman.

7 DR. RENDALL: That is right. That  
8 has been the case.

9 PROF. LOGAN: It brings it back to  
10 pretty much the same position that you had in small  
11 country schools where you have all the classes in there  
except you may have some extra teachers brought in.

12 DR. RENDALL: That is not the case now.  
13 That has been the case. I think you will find that with  
14 this group of apprentices coming in now and the next  
15 group. These probably started two or three years ago.  
16 Every group of apprentices has a higher academic standing  
than the one before, right now.

17 PROF. LOGAN: The efficiency of  
18 classes, especially in mathematics, some, we will say  
19 going back to the figure 5, Grade V background going  
20 in with people who have what is expected for High School,  
21 they are not in the same category at all when it comes  
22 to reception of ideas.

23 DR. RENDALL: That is right.

24 PROF. LOGAN: How are you going to have  
25 an effective school system based upon a mixture of types  
like that?

26 DR. RENDALL: We won't have it in our  
27 school system. May have it in our trade schools. Not  
28 in our school system.

29 PROF. LOGAN: I am talking about trade  
30 school.





DR. RENDALL: In the trade school we are rapidly moving towards this minimum qualification of Grade X, so we will be in the clear.

PROF. LOGAN: That will be ideal, but it seems to me you were going to have a heavy backlog of long years as a result of that type of thing. I don't know what you are going to do. The boy that graduated last year may have to have retraining, and he is working somewhere.

DR. RENDALL: The training I am talking about will start September 1st of this year.

DR. CRISPO: There are still going to be hundreds and thousands of immigrants who do not have Grade X and are not in the Grade Schools to be transferred into the High School occupational programme. This is still a gap. This is going back to Mr. Thompson's question. I think his original question was directed to the immigration problem, less than Grade X. I believe your answer was with respect to our future drop outs, they can be transferred into the High School occupational programme.

What about the immigrants who are not in Grade School and have less than Grade X? Where do they go in this programme?

MR. NORTON: I think one of the things we have to recognize is the fact that the economy has given rise to just so much employment and the creation of new jobs and on the basis of this, it limits the number of apprenticeships that become available and those apprenticeships are going to be available to those people







1  
2  
3  
4 who are prepared for them.

5 For instance, I am thinking in terms  
6 of electronics particularly and the tool and die making  
7 game. It is becoming the style in industry to ask and  
8 insist on Grade XII and there are enough Grade XII boys  
9 presenting themselves for those jobs that are available.

10 The New Canadians that are coming in,  
11 in order to compete successfully for the apprenticeships,  
12 are going to have to become prepared for these either  
13 by having extension programmes or in upgrading programmes  
14 in our trade schools.

15 MR. THOMPSON: How long would this  
16 take? There are a large number of Italians I think  
17 that have about the equivalent of Grade III - being  
18 a bit generous - they are out of work. They may have  
19 Grade IV. What do we do with that situation?

20 MR. JOHNSTON: I think it is fair  
21 enough to say they are going to compete for the same  
22 level of jobs as our own people who have the same level  
23 of training.

24 As a matter of fact, when we listen  
25 to the Schedule 5 programme this afternoon, you will  
26 note we are now doing something for the five to six,  
27 six to seven, seven to eight academic standing. We have not  
28 felt it necessary to go down lower than that yet, although  
29 this will become evident to us on the basis of research  
30 with the local co-ordinator and on the advice that he  
31 gets from his local board and also from the Mayors in  
32 each community, so that there are communities that are  
33 looking into these things and making presentations and





1  
2  
3  
4 there is accommodation at the present time and machinery  
5 to accept these kind of people and to give them the  
6 training they require under our Schedule 5 programme.

7 THE CHAIRMAN: Are they interested  
8 in furthering their education if they can get a labouring  
9 job?

10 MR. THOMPSON: If they are going to  
11 go through a period of upgrading and have to support  
12 a couple of children, are they going to get unemployment  
13 insurance during this time? I don't know if this is  
14 in the jurisdiction of our terms of reference.

15 THE CHAIRMAN: That is the point I  
16 was bringing up. We haven't as many in the Kingston  
17 area as you would have in Toronto, but I know where they  
18 were offered opportunities but they weren't interested.  
19 They get a labouring job and make enough money  
20 to get a small contracting business, where you see  
21 many of them today. Plastering or sewers, or that  
22 type of work. Digging basements or something like  
23 that. They were not interested in going to any trade  
24 school. Give me a job. That is the thing I am  
25 interested in.

26 MR. GISBORN: Mr. Chairman, certainly  
27 this Committee must recognize, in regard to this  
28 specific programme we are dealing with, it depends on  
29 factors that may be beyond the control of this Committee.  
30 The question was raised by Mr. Carruthers the industry  
now demanding certain qualifications and I know the steel  
plant in Hamilton, they do demand Grade XII for almost  
any job now as long as they are available.





I think it depends on factors not in the control of this Committee. Economic factors. Economic growth. Balance of the needed of labour force on the labour market is going to make any programme or any system.

We have to recognize if we had the balance of the needed force and the market what we would do with these people and how affective they would be in the economy. We have to provide for them so when we have the balance of the needed force and the market, that they provide the quality of service no matter how low their status is in the community.

I think this question which is raised is what we do with the person with the four up to nine.

A specific case came to my attention yesterday, a mother on behalf of her son called me. He has been told - he was seventeen years old; just completed elementary school - by the Principal that he could not go any further in school. He didn't have the ability, or for other reasons, and should take motor mechanics apprenticeship which he was interested in. He doesn't qualify, of course.

Now that we are discussing it, might be able to find something in the Schedule 5 programme that is going on in Hamilton.

DR. RENDALL: Or in one of the diversified occupations programme in the Hamilton school.

MR. MORNINGSTAR: Why wouldn't he qualify? On account of his age?







1  
2  
3  
4 MR. GISBORN: Only has Grade IX.

5 THE CHAIRMAN: He would qualify pro-  
6 viding that they were hiring Grade IX.

7 MR. GISBORN: He wants to take an  
8 apprenticeship in motor mechanics.

9 THE CHAIRMAN: He would qualify.

10 MR. GISBORN: He has not Grade X.

11 DR. RENDALL: Probably didn't have  
12 Grade VIII.

13 MR. GISBORN: No, I don't think he  
14 has.

15 MR. MORNINGSTAR: Then he wouldn't  
16 qualify and wouldn't have an opportunity of taking up  
17 the trade.

18 THE CHAIRMAN: I think the Department  
19 of Labour have cases where if they are inclined that  
20 way they still qualify with Grade IX. They do have some  
21 districts, I know, that are still getting in.

22 DR. RENDALL: But the fact remains  
23 that we are on the road up and every time an exception  
24 is made, just the same as our own examinations. Every  
25 time there are a group of examinations, we have an  
26 application in here to let somebody through who only got  
27 thirty-five or forty marks and if we gave in, never keep  
28 our standards up.

29 The way we keep our standards up in  
30 Ontario is our Revising Board which looks over the whole  
picture and then that is it.

I told the Principals down in Windsor  
the other day, I said this year now it is going to be





1  
2  
3  
4 different. As you go through our new programme one  
5 year at a time, nine this year, ten next year, and so  
6 on. Hitherto you only had one assembly line. A boy  
7 got forty-five, you got soft hearted and passed him at  
8 fifty.

9 Now you don't have to. There is  
10 another slot for that boy. Keep that standard up there.  
11 Make the boy come to the standard rather than the  
12 standard come down to the boy.

13 We implemented the first programme  
14 last year, last Fall. We are starting Grade IX in that  
15 programme this year, Grade X next year. In five years  
16 will be all through it.

17 MR. NORTON: I don't think anybody  
18 would quarrel with that. This morning we learned  
19 that the University of Toronto now passes graduates on  
20 the basis of merit and this seems eminently fair  
21 and anything else seems less than fair. Now there  
22 will be some students who, for economic reasons or some-  
23 thing of that sort, have not been able to complete Grade  
24 X. I think it will be very unfair to exclude them.  
25 I think we should admit some of those people on the  
26 basis of merit.

27 DR. RENDALL: And they do.

28 MR. NORTON: Whether it is in the form  
29 of admittance examination, I don't know. No use a trade  
30 school taking boys that cannot absorb that training.  
May have been other reasons, economic reasons for this.

DR. RENDALL: Mr. Norton had three  
words he used.





1  
2  
3  
4 MR. NORTON: Enlarging on that, the  
5 criteria we thought of: proof of ability, maturity and  
6 ambition were the motivating factors.

7 I think there is something else that  
8 might be said for this and that is that I don't think  
9 it is reasonable to expect that all of the occupations,  
10 all of the boys, thousands of occupations for which  
11 people require some kind of training, will secure  
12 such training in a trade school.

13 The hope is the trade school will  
14 provide training in those areas that require a related  
15 body of mechanical knowledge along with a high level  
16 of skill.

17 Now those other occupations - there are  
18 many, many thousands of them - in which a great number  
19 of people are going to be employed, will be employed in  
20 the future, are the typical types of occupation with  
21 the learning on the job and for which industry generally,  
22 and the City Sanitation Department, all the rest of it  
23 will provide proper training but I do not think it is  
24 anticipated that trade schools will provide training for  
25 those occupations that in fact do not require a rather  
26 significant related body of technical or academic  
27 information along with the high level of skill.

28 THE CHAIRMAN: We have a Committee  
29 member here that is wondering if you are going to train  
30 bartenders. He was interested. Could they be  
trained at home?

MR. NORTON: I wouldn't like to take  
a stand for the Department of Labour, but in my view it







1  
2  
3  
4 is a legitimate employment area and I would like to be  
5 the first instructed.

6 DR. RENDALL: I think we did - I  
7 don't know that we have now - I think we have a private  
8 school, registered school teaching bartending right  
9 here in Toronto.

10 MR. BRUNELLE: Did you say there is  
11 one?

12 DR. RENDALL: There was. I think it  
13 was last year or the year before it went across my  
14 desk and I recommended it be registered as a bartender-  
15 ing school. I don't think they called it that. Called  
16 it a nice name only it was a bartending school.

17 MR. MORNINGSTAR: That's a bad name.

18 THE CHAIRMAN: Some other name you  
19 can use.

20 MR. BRUNELLE: At the present time  
21 there is quite a shortage of trained bartenders in this  
22 Province.

23 DR. RENDALL: Either have to stop  
24 drinking or get more bartenders.

25 MR. GISBORN: At one of our previous  
26 hearings where council met in the elementary and secondary  
27 schools, that has been going on for some time. This  
28 is what raised the point with the particular member in  
29 the school where this boy came from. Should have  
30 investigated it further. I thought he wasn't getting  
the proper counselling if he got to the stage where  
he believed he could make an application for motor  
mechanic's apprentice and now he doesn't qualify.





1  
2  
3  
4 MR. BRUNELLE: Was there a counsellor  
5 in the school, outside of the Principal?

6 MR. GIBBORN: I don't know.

7 DR. RENDALL: Elementary school,  
8 not likely.

9 THE CHAIRMAN: This was Grade VIII,  
10 going into nine?

11 MR. GIBBORN: He didn't go into  
12 nine.

13 MR. THOMPSON: Could the Chambers of  
14 Commerce in London advertise overseas to various companies  
15 that if he will set up a factory in London, we will do  
16 the training of personnel to go into that factory?  
17 Would you consider that?

18 MR. NORTON: This has been done  
19 in association with our regular vocational school at  
20 the present time. I don't know if they advertised  
21 overseas. Certainly advertised in other communities  
22 in Canada in an effort to get industry.

23 MR. THOMPSON: You would train  
24 specifically for some industry that would seek a certain  
25 larger number of people to work in that industry?

26 MR. NORTON: I anticipate this would  
27 be a legitimate area of training for the school,  
28 yes.

29 MR. THOMPSON: They would attract  
30 industry by saying as well as easier taxes, train the  
personnel and industry would have no obligation in  
this. I mean financial obligation of retraining.

MR. NORTON: The Northern Electric





1  
2  
3  
4 plant came two or three years ago and indicated that  
5 one of the reasons they came to London was because of  
6 the technical school. Always possibility of securing  
7 trained people.

8 MR. THOMPSON: I would suggest that  
9 there would be a point where industry is shut off its  
10 responsibility to the Department of Education in this  
11 retraining programme. This could happen. For the  
12 benefit of some local community industry will say well  
13 the Department of Education would look after that and  
train in one industry.

14 DR. RENDALL: This would not be  
15 decided entirely here. It's decided by the two  
16 Governments as to the extent they would go, and that  
17 sort of thing. It would likely be a fee-pay course.  
18 Could easily be a fee-pay course.

19 MR. THOMPSON: I was thinking of  
20 this integration because I think we have got the problem.  
21 If we could get more people - if we wanted to get more  
22 people from the European countries, get the ones with  
23 the skill and technical training. Rather than bring-  
24 ing people over, train the people already here. Far  
25 more acceptable. I know they brought people out in  
a couple of industries, brought them out here and it  
didn't work too well.

26 THE CHAIRMAN: You think that is  
27 going to be a problem, that situation as it is? Do we  
28 need to worry about immigrants coming in or should we  
29 be worried about those who we have here, plus our own  
30 people who are not trained?







1  
2  
3  
4 MR. THOMPSON: My own personal  
5 feeling is one that I think immigration is good for the  
6 economy of the country. Therefore I think we will be  
7 trying to get more immigrants. I think we will get  
8 it from unskilled areas, the European common market  
9 and other factors involved and therefore we have got to  
10 face up to the fact the present situation of the unskilled  
11 immigrant in our midst. According to a survey in the  
12 States who is unskilled now chances of a job are pretty  
13 dismal but the later years, ten years from now it will  
14 be even worse.

15 We have brought in 50,000 Italians  
16 unskilled, a lot of them in my riding. That is the  
17 point that makes me concerned about it. I don't think  
18 you have answered the problem. Perhaps Schedule 5  
19 will show some answers.

20 DR. RENDALL: We can only start with  
21 the academic subjects. That is the only way we can start  
22 with that. I have taught new Canadian classes in  
23 Brantford three nights a week years ago. They move fast  
24 when you teach them your language. I will never forget  
25 how fast they learned. I did it for two Winters.  
26 It was a most interesting experience.

27 If they are younger people, they can get  
28 it through our schools but if they are older people,  
29 twenty years old, he probably should get a job wherever  
30 he can get a job and attend our night classes. We have  
new Canadian classes all the time all over Ontario. That  
is where they have to start before they get trainable.  
You can't train a man if he can't understand your language.



THE CHAIRMAN: My own personal

feeling is one that I think was expressed in the  
economy of the country. Therefore I think we shall be  
trying to get more results. I think it will be  
is from unskilled labor, and I think we shall be  
and other factors involved in it. I think we shall be  
less up to the fact the price of labor is the main  
immigrant in our country. I think we shall be  
states that are unskilled labor. I think we shall be  
disaster and the labor market, and I think we shall be  
to some extent.

THE CHAIRMAN: I think it is the

unskilled, a lot of unskilled labor is in  
point that makes it complicated about it. I think we shall be  
You have answered the question. I think we shall be  
will agree with me.

THE CHAIRMAN: I think it is the

the economic situation. I think we shall be  
with that. I think we shall be  
I think we shall be  
when you come to the point of the  
how that they can do it. I think we shall be  
it was a great success story of the country.

THE CHAIRMAN: I think it is the

it is a very good thing that it is the  
country is a very good thing that it is the  
I think we shall be  
new Canadian citizens. I think we shall be  
is where they have to learn to live. I think we shall be  
I think we shall be



1  
2  
3  
4 That is the first job and I did some of that. It was a  
5 rewarding experience I can tell you.

6 THE CHAIRMAN: Any more questions?

7 (No questions) Very good, thank you  
8 sir.

9 MR. WHITE: When are you calling  
10 tenders?

11 MR. NORTON: The final drawings, the  
12 architects and consulting engineers have decided they  
13 will have final drawings on the 14th of September. They  
14 will be submitted to the Department of Public Works and  
15 then should be out by the 1st of November.

16 MR. WHITE: You are going to try to put  
17 it up in the Winter?

18 MR. NORTON: I rather expect so.  
19 Get underway this Winter, yes.

20 -----

21  
22  
23 -----K. G. SHOULTZ and L.N. JOHNSTON CALLED FORWARD

24  
25  
26 MR. SHOULTZ: Mr. Chairman, gentlemen,  
27 this is one report which will be very short. I have  
28 a brief resume of what I am going to say so you won't  
29 have to make any notes.

30 This is Schedule 5, or Programme 5,





1  
2  
3  
4 programme for the unemployed which is perhaps the answer  
5 to a lot of the problems that have been raised. We  
6 have this working force that are unemployable because  
7 they lack the means to learn and a lot of them are  
8 being retrained.

9 Now this retraining programme is larger  
10 than any one anticipated and is under Dr. Rendall and Mr.  
11 Johnston. There are six vocational training specialists  
12 in the Department of Education and their job is to  
13 supply information to the various cities that require  
14 information and ask for it.

15 They visit the Mayor's Committee that  
16 is formed when they decide they should go into retraining.  
17 They help get this training underway. They then visit  
18 the co-ordinators in the various areas to help them to  
19 get courses started and inspect the work that is being  
20 done.

21 They pass the various accounts for the  
22 students' pay. They get paid while they are attending  
23 the school.

24 They pass the accounts for the teachers'  
25 pay and they pass accounts for equipment and such things  
26 that are needed in the retraining programme.

27 In the way of general comments, there  
28 are twenty-nine cities that have been giving courses  
29 for the unemployed; there are fifteen cities that are  
30 expecting to go into this course very quickly now and  
we have from the Department brought out a booklet ex-  
plaining to each Mayor in each City how to go about  
qualifying for such courses and there are copies of





program for the university which is the first  
to a lot of the students who are in the  
and they are working for a lot of money  
they have been in a lot of trouble  
being retained.

Now the program for the university is being  
then we are anticipated and we are under the  
control. There are a lot of things that are  
in the department of education of the  
they are in a lot of trouble and they are  
information and they are

They are in a lot of trouble and they are  
is to be in a lot of trouble and they are  
They are in a lot of trouble and they are  
the college is in a lot of trouble and they are

They are in a lot of trouble and they are  
students' and they are in a lot of trouble  
and school.

They are in a lot of trouble and they are  
they are in a lot of trouble and they are  
that are in a lot of trouble and they are

on the other hand, we are in a lot of trouble  
and they are in a lot of trouble and they are  
for the school, we are in a lot of trouble  
expecting to be in a lot of trouble and they are  
we are in a lot of trouble and they are  
leading to a lot of trouble and they are  
qualifying for a lot of trouble and they are



1  
2  
3  
4 these booklets over at the side that you can pick up if  
5 you are interested, at the end of the meeting.

6 This gives the procedures for courses  
7 and it gives outlines on all the types of courses that  
8 can be offered, and the sky is the limit.

9 Cities are thinking of courses every  
10 day. One course that has gone over very well is the  
11 course in salesmanship in Windsor. They actually  
12 trained a number of men to be salesmen who are now very  
13 gainfully employed. This booklet has gone out to  
14 twenty-nine co-ordinators who are running courses. It  
15 has gone out to seventy-six National Employment Service  
16 Area Officers so that they can help get the unemployed  
17 trained.

18 As of June 30th, 150,000 student training  
19 days had been put in since March 31st, the beginning of  
20 this new fiscal year. We have trained over 3,000  
21 students who are now retrained, have finished courses and  
22 over eighty per cent of these have gone into employment.  
23 Some of them would have gone into employment without the  
24 course, but a good many are employed because of the course.

25 As you probably know, seventy-five per  
26 cent of this programme is paid by the Federal Government  
27 and the other twenty-five per cent of the cost of the  
28 programme paid by the Ontario Government. Now when you  
29 get these few sheets of paper, on the back is a summary  
30 of the programme that was in force as of June 30th.  
There are twenty cities listed here. The courses are  
smaller over the Summer than they were all year but still  
we have one City with 599 who were training at the end of



... at the end of the ...  
This gives the principles of ...  
and it gives ... of ...  
can be ... and the sky ...

... the ...  
On course ... very well is ...  
... in ...  
... a number of ...  
... employed, ...  
... who are ...  
... has gone out to ...  
... that they can help ...

...  
... 17,000 ...  
... the beginning of ...  
... We have ...  
... students who are ...  
... over eighty per cent of these have gone into ...  
... Some of them ...  
... because of the ...

... As ...  
... of this program ...  
... and the other ...  
... program ...  
... on the ...  
... of the ...  
... There are ...  
... over the ...  
... with ...



1  
2  
3  
4 June. Four hundred and seventy-three, four hundred,  
5 and so on, so the actual numbers taking courses are  
6 quite huge. The various courses that are being given  
7 are down the left-hand side.

8 DR. RENDALL: Read some of these.

9 MR. SHOULTZ: To read a couple for  
10 examples, electrical appliances, that is the servicing  
11 of them. Essential skills where they are getting their  
12 Grade IX and X. Of the total training in Ottawa, forty  
13 of these people finished their Grade X standing. Now  
14 there are a lot of doors open to these people.

15 There are courses in farm training,  
16 kitchen training, masonry, merchandising, oil burner  
17 service. There are really hundreds that are being  
18 given and have been given.

19 Now this, in general, is a report on the  
20 Programme 5 training for the unemployed. We hope that  
21 it will look after this situation where we have a lot  
22 of unemployable people. We have to get them employed  
23 and let's hope we get an educational system so that we  
24 don't have this situation arise again.

25 If we can keep the youngsters in school  
26 to get at least Grade X, we are not going to get into  
27 this position where we have unemployable people and this  
28 is the problem, as you have mentioned, now. Thank you.

29 THE CHAIRMAN: I see this salesmanship,  
30 eighty-nine in Hamilton. What type of selling is that?

MR. JOHNSTON: That is training in  
door-to-door selling and it is interesting that in Windsor  
we found - and of course we do not object to this - we





1  
2  
3  
4 found that a great many of the graduates of this course  
5 are finding employment in Detroit. Detroit firms have  
6 realized the value of this course and are taking them  
7 over there for work.

8 THE CHAIRMAN: How long does this  
9 course last?

10 MR. JOHNSTON: It's a three month  
11 course. The courses vary depending on the subject.  
12 This one is evidently three months.

13 DR. RENDALL: You say you have 150,000  
14 days in now since the first of April?

15 MR. SHOULTZ: That is right.

16 DR. RENDALL: What is our objective?  
17 We must get so many training days in.

18 MR. JOHNSTON: According to the  
19 Agreement that was signed between the Province and the  
20 Dominion Government, if Ontario exceeds 286,000 training  
21 days per year, Ottawa will pick up the tab for seventy-  
22 five per cent.

23 If we do not reach 286,000, Ottawa picks  
24 up the tab for fifty per cent and we have to pay the  
25 remaining fifty. The fiscal year ending March 31st,  
26 1962, we exceeded our 286,000 so we received seventy-five  
27 per cent. As Mr. Shoultz said, for April, May and  
28 June of this fiscal year we have exceeded 150,000. That  
29 is a quarter of the year and the Fall is going to be  
30 heavy. I think we will run 600,000 training days in  
the current fiscal year.

MR. THOMPSON: It seems a funny thing,  
if I may put it that way, I think it would be a temp-



found that a great many of the graduates of these courses  
are finding employment in Detroit. Before this we  
realized the value of this course and were giving them  
every chance for work.

THE CHAIRMAN: Now I am going to ask

Mr. Thompson to state a few words.

Mr. Thompson: The courses were very helpful in the subject,  
but one is essentially a new course.

THE CHAIRMAN: You say you have 150,000

days in now time the first of April

Mr. Thompson: That's right.

THE CHAIRMAN: Now I am going to ask

Mr. Thompson to state a few words.

THE CHAIRMAN: According to the

Agreement that was signed between the Government and the  
Union Government, it is to be \$10,000,000 training  
days per year, because we will pick up the ten seven  
five per cent.

It is to be \$10,000,000, \$10,000,000  
up the two for fifty per cent and we have to pay the  
remaining fifty. The fiscal year ends, March 31st.  
Now, we exceeded our \$10,000,000 so we received seventy five  
per cent. As Mr. Thompson said, for fiscal year and  
the end of this fiscal year we have earned a \$10,000,000. That  
is a quarter of the year and the rest is going to be  
heavy. I think we will run \$10,000,000 training days in

Mr. Thompson: It seems a fairly thing.

It may be in that way, I think it is on a regular



1  
2  
3  
4 tation on the part of some people perhaps to do the course  
5 over for a week in order to get a maximum number of days.

6 MR. JOHNSTON: We won't let them.  
7 We know where they are. For instance to give you an  
8 example, I was alerted to a chap who had taken the  
9 commercial course at the Lakehead and immediately on  
10 finishing applied to take the same course in North York  
11 and we were alerted to that and we won't let him do it  
12 because we pay these people to attend.

13 MR. THOMPSON: May I ask: How much do  
14 you pay the people? What is the requirement before they  
15 can take courses and why do you think it is you have got  
16 3,000 students, almost ten per cent of the people un-  
17 employed across Ontario?

18 MR. JOHNSTON: If I can take your  
19 second question first. There are two main stipulations.  
20 The applicant must be sixteen years of age or over and  
21 he must be registered with the National Employment Service  
22 as unemployed. We cannot take him in this course unless  
23 he is.

24 Then there is the complete schedule of  
25 training rates in this booklet, which you will get later,  
26 but it varies from \$3.00 a day to \$8.00 a day. Three  
27 Dollars for a single person, man or woman living at home  
28 and \$8.00 a day for a married person with dependents  
29 living away from home.

30 MR. THOMPSON: Is the \$3.00 for men  
living at home with children?

MR. JOHNSTON: That is for single  
people living at home.

action on the part of some, and a possibility to do this within  
over for a week or more to get a maximum number of days.

MR. THOMPSON: We would not then

we know where they are. For instance to give, for

example, I was alerted for a man who had taken the

commercial course at the University of the Pacific in

San Francisco applied to take the same course in North

and we were alerted to him and we sent him to the

because we say that people do

MR. THOMPSON: Yes, I said that

you say the people who in the movement to

can say that and who say that it is not

1,000 students, almost ten per cent of the people

employed across the

MR. THOMPSON: It is one side

several generations first. There are two main

The applicant must be at least years of age or over

he must be acquainted with the historical background of

is unemployed. The kind of work in this case is

he is

There are the complete standards

training rates in this field which will get

but it varies from \$2.00 a day to \$8.00 a day. There

quarters for a single person, man or woman living alone

and \$2.00 a day for a married person with

living away from home.

MR. THOMPSON: Is the \$2.00 for

living at home with children

MR. THOMPSON: That is for single

is living at home



1  
2  
3  
4 MR. MORNINGSTAR: Plus unemployment  
5 insurance benefits?

6 MR. JOHNSTON : No. This gives us a  
7 great deal of difficulty but we pay - the man draws his  
8 unemployment insurance benefits until they are exhausted  
9 and if his unemployment insurance benefits are not equal  
10 to this rate, then we pay him the difference. Then when  
11 his benefits are exhausted, we give him this rate.

12 In other words, we guarantee everyone  
13 coming into the course they are going to get at least  
14 what we have set out here.

15 MR. THOMPSON: What about the require-  
16 ments? I heard that in Toronto they should have Grade  
17 X before you take the course.

18 MR. JOHNSTON: Depends on the course.  
19 Some courses ask for Grade X and that is set out here.  
20 The courses are all outlined in here by the co-ordinator  
21 and there is an admission requirement set for each course.  
22 The lowest is six. We have been taking down to Grade VI.  
23 We haven't gone below Grade VI, no.

24 MR. CHAPPLE: Supposing industry were  
25 to supply classrooms, room area, training equipment and  
26 the instructor, would the Government pay the trainee?

27 MR. JOHNSTON: If the industry takes  
28 unemployed people, then we will pay the trainee, yes.  
29 For instance, we have a plan in Phantom Hosiery in  
30 Hamilton where unemployed - I think they are all women -  
were taken in and they are doing a combination of academic  
upgrading and training on machines. They are the  
manufacturers of ladies' hosiery and in that case we are

Mrs. JOHNSON: No. This gives us a

great deal of difficulty but we pay. The man draws his unemployment insurance benefits while they are exhausted and if his unemployment insurance benefits are not equal to this rate, then we pay him the difference. When his benefits are exhausted, we give him this amount.

In other words, we pay, once every

month, until the course they are going to get at least

what we have set out here.

Q. Now, if the course is not completed

within 12 months, then in January they would have Grade

1 below them and the course.

Mrs. JOHNSON: Depends on the course.

Some courses are for Grade 1 and that is set out here.

The courses are all outlined in fact on the no-conditions and there is an admission requirement set for each course. The lowest is six. We have been talking down to Grade 1.

We have a grade below Grade VI, too.

Q. Now, if the course is not completed

to satisfy classroom, how does training equipment and

the instructor, would the G.I. present pay the training?

Mrs. JOHNSON: If the industry takes

unemployed people, then we would pay the training, too.

Q. Now, if we have a place in Phoenix, history in

history, what unemployed? I think they are all women.

Q. Now, when an and they are doing a combination of academic

teaching and training on machines. They are the

letters of recommendation and in that case we are



1  
2  
3  
4 paying the trainee until he is qualified to go on the  
5 Company's pay.

6 MR. CHAPPLE: I understand at Canada  
7 Car that this situation is taking place: at the present  
8 time they are having to train welders and unfortunately,  
9 I notice there are welders being trained in Port Arthur  
10 but as it happens these welders are being trained for  
11 acetylene welding instead of the type of welding which  
12 they desire, which is apparently arc or electrical welding  
13 and actually I believe that the Canada Car did supply  
14 one of their own instructors to this school to teach  
15 this other type of welding they desired.

16 They were told that they are being  
17 trained actually in the wrong type of thing. However,  
18 they are now training these welders right in the plant  
19 and the Manager of the plant asked me this particular  
20 question, if this could be considered or was being con-  
21 sidered by this Committee.

22 DR. RENDALL: They are not unemployed  
23 people though.

24 THE CHAIRMAN: They would be producing  
25 while learning too.

26 MR. CHAPPLE: No. They have to be  
27 trained by an instructor supplied by the Company.

28 DR. RENDALL: They are not unemployed.  
29 They are not registered with the Unemployment Insurance  
30 people?

MR. CHAPPLE: I wouldn't know about  
that.

DR. RENDALL: This type of thing you are



Q. Now, this situation is taking place at the present time they are having to raise workers and unfortunately, notice there are workers being trained in that regard but as it appears these workers are being trained for operations welding instead of the type of welding which they desire, which is apparently not of electrical welding and actually I believe that the Canada and the Army one of their own workers to this school to learn this other type of welding they desired.

A. Now, were it in that type they are being trained actually in the wrong type of thing. However, they are now training these workers right in the plant and the manager of the plant knows what he is doing. In addition, if this could be installation of the being constructed by this Commission.

Q. Now, what is the situation? They are not manufacturing while learning to do it. They are to be trained.

A. Yes, and not manufacturing. They are not registered with the Department of Insurance. I wouldn't have any idea.

Q. This type of thing you are...



1  
2  
3  
4 talking about comes under Schedule 4. We are talking  
5 about Schedule 5.

6 MR. CHAPPLE: Are you talking about  
7 that group around sixteen to eighteen years of age?

8 DR. RENDALL: We are talking about  
9 Schedule 5, the man over sixteen who is registered with  
10 the Unemployment Office and he is out of work and we  
11 will take him on and train him.

12 MR. CHAPPLE: I know some of these  
13 must be in that category because they are supplied by  
14 the N.E.S.

15 DR. RENDALL: National Employment  
16 Service.

17 MR. CARRUTHERS: Mr. Johnston, that  
18 would mean that a boy who is sixteen or seventeen years  
19 of age, say Grade IX, feels he cannot go any longer to  
20 school, registers with the National Employment Service,  
21 he can go into this course?

22 MR. JOHNSTON: Yes.

23 DR. RENDALL: Is there any lapse of  
24 time? There is a lapse of time in there?

25 MR. JOHNSTON: Yes. You will find  
26 it is not in the book but this is one point that we  
27 developed since the book went to the printers. We have  
28 an understanding with our co-ordinators that the boy or  
29 girl must be out of school for at least six months before  
30 we will take him on this programme.

We have to avoid the lad who blows up  
in class and says: "I will have nothing more to do with  
school", and the next day being prepared to take Programme





1  
2  
3  
4 5. We demand six months.

5 MR. BRUNELLE: Mr. Chairman, have you  
6 had any request for a course for a sales clerk? In our  
7 progressive Town of Kapuskasing, the District Chambers of  
8 Commerce recently sent a brochure advocating a course for  
9 sales clerk.

10 MR. JOHNSTON: Yes, we operated one  
11 in Ottawa and it was written up in one of the weekly  
12 papers. The Star Weekly or the Globe and Mail Weekly.  
13 It was written up. There really wasn't anything  
14 specific that would indicate that it was one of these  
15 courses. It was written in association with our co-  
16 ordinator, but we operated a programme in Ottawa and we  
17 feel it is very successful.

18 Again, we had the girls half time in the  
19 classroom and half time in the stores. We had the  
20 co-operation of the local retail merchants and this was  
21 very successful and this is one that we are interested in.  
22 One we are prepared to set up in other centres.

23 DR. RENDALL: The store didn't pay those  
24 girls?

25 MR. JOHNSTON: No.

26 DR. RENDALL: We wouldn't if the stores  
27 paid them. They can't have it both ways.

28 MR. BRUNELLE: The store doesn't pay  
29 the girl?

30 MR. JOHNSTON: Not during that training  
period. Can't draw both.

THE CHAIRMAN: Just take them to  
further their training on the job.







1  
2  
3  
4 MR. JOHNSTON: There is another point  
5 here that I think you should keep in mind which hasn't  
6 been brought out.

7 You understand we cannot set up all  
8 courses in all centres so if there is a lad, or a person  
9 in a particular centre, rural area who wants a course,  
10 he may go now to his local N.E.S. office, because the  
11 offices have this information and he applies at his local  
12 N.E.S. office. They send the application to the regional  
13 office on St. Clair Avenue, Toronto, to us and we keep a  
14 running tab on all of the courses. When they are start-  
15 ing and completing so that we have been able to place  
16 everyone of these people within a period of a couple of  
17 weeks and we pay the railway fare from his home to the  
18 centre and back once, and then we maintain him while he  
19 is in the centre so it is available to every unemployed  
20 resident of Ontario.

21 MR. BRUNELLE: I noticed a newspaper  
22 running an advertisement about a month ago saying that  
23 vacancies were open in welding, cement work, carpenters.  
24 Would this be under this?

25 MR. JOHNSTON: Yes, very likely.  
26 We encourage the local co-ordinator and the local board  
27 to do the advertising but it must be submitted for our  
28 approval.

29 MR. CHAPPLE: Along that same line  
30 sir, our particular industry would like to have lathe  
machinery men. Can't hire them because they are not  
available. Not trained.

They have got the equipment right there







1  
2  
3  
4 to teach these men. Supposing they were to supply the  
5 instructor and the lathes, and whatever it is they want  
6 these men to operate on, teach them through the course,  
7 that may be a six weeks or three months course, whatever  
8 they need, and they are supplied by the N.E.S., would  
9 these men be paid whatever the rate was that was worked  
10 out by this particular Government? Could an arrangement  
be worked out that way?

11 MR. JOHNSTON: We would pay them on the  
12 condition the Company did not pay them. They could not  
13 draw wages from the Company.

14 MR. CHAPPLE: Let's put it this way:  
15 This particular Company is a competitive Company. It has  
16 to meet its obligations on a competitive basis. Distance  
17 from the market, and so on. This Company cannot afford  
18 really to meet its contract obligations if it is forced  
19 to pay these men to be trained. Therefore, they must  
hire men that are already trained.

20 Well, these men are not available even  
21 right across Canada. This is the big problem facing  
22 us in our part of the country. The Manager says to me:  
23 This is the situation. Can it be done?

24 MR. JOHNSTON: We could, I am sure,  
25 work out an arrangement whereby we could train these  
26 people up to a level and pay them until they got to that  
level.

27 MR. CHAPPLE: Yes, but you see this  
28 Company could actually train these people. They would  
29 supply the instructor. Supply all the equipment and  
30 everything which, if you had to have the equipment and





1  
2  
3  
4 everything for it, it would cost you a lot of money to  
5 get the same thing. It is all here and available but  
6 the trouble is this: the cost involved in first setting  
7 a man aside to do the instructing. Second, paying the  
8 people while they are being instructed.

9 DR. RENDALL: In the process I should  
10 say that you are walking into something pretty wide open.

11 MR. CHAPPLE: They are a Company on a  
12 competitive basis there. What do you do? They go  
13 right across the country to look for men.

14 DR. RENDALL: Now that is going to  
15 come up in another programme. That will come up later.

16 MR. JOHNSTON: The key is whether  
17 they are unemployed people or whether they are employed  
18 people. If they are employed, then they come under  
19 Programme 4 which we will talk about later.

20 If they are unemployed people, we have  
21 some centres which I will tell you about later where we  
22 are doing what you are talking about in the industry.  
23 We are using the industry's facilities.

24 We are doing that in some centres but  
25 we put on one rider - we haven't had any objection to it  
26 so far - that is that sixty per cent of the graduates  
27 of this course must be made available to like industries.  
28 In other words, if there are other industries in the  
29 area who could employ these people, then they must be made  
30 available to these industries. If other industries don't  
want them, then the centre where that training is done  
may take the whole benefit.

MR. BRUNELLE: Mr. Johnston, I come

4 everything for it, it would cost you a lot of money to  
 5 get the same thing. It is all here and available but  
 6 the trouble is this: the cost involved in first setting  
 7 a man aside to do the instructing. Second, paying the  
 8 people while they are being instructed.  
 9  
 10 MR. KENDALL: In the process I should  
 11 say that you are working into something pretty wide open.  
 12 MR. CHAPLIN: They are a company on a  
 13 competitive basis there. What do you do? They go  
 14 right across the country to look for men  
 15  
 16 MR. KENDALL: Now that is going to  
 17 come up in another program. That will come up later.  
 18 MR. JOHNSON: The key is whether  
 19 they are unemployed people or whether they are employed  
 20 people. If they are employed, then they come under  
 21 Program 4 which we will talk about later.  
 22  
 23 If they are unemployed people, we have  
 24 some centres which I will tell you about later where we  
 25 are doing what you are talking about in the industry.  
 26 We are using the industry's facilities.  
 27  
 28 We are doing that in some centres but  
 29 we put on one rider. We haven't had any objection to it  
 30 so far - that is that sixty per cent of the graduates  
 31 of this course must be made available to like industries.  
 32 In other words, if there are other industries in the  
 33 area who could employ these people, then they must be made  
 34 available to these industries. If other industries don't  
 35 want them, then the centre where that training is done  
 36 may take the whole benefit





1  
2  
3  
4 from an area which is roughly seventy per cent French  
5 speaking, mainly bush workers who go by seniority. Today  
6 in the bush it is controlled by these old timers who are  
7 hanging onto their jobs. A lot of young people age  
8 between sixteen and twenty-one who have no work so I  
9 refer them to the Employment Office, to Schedule 5 and so  
10 forth and I have had a few mothers coming into see me  
11 and said look we are going to send our son away to Toronto  
12 to learn a trade. They understand very little English.  
13 Have you had any trouble in relation to this training  
14 programme in our problem?

15 MR. JOHNSTON: No, we haven't. We have  
16 had the experience with a group in Toronto, the Italian  
17 group specifically but the problem with the French  
18 Canadian we haven't had yet and of course if they leave  
19 the centre - Kirkland Lake is it you are thinking of?

20 MR. BRUNELLE: I am in Cochrane.

21 MR. JOHNSTON: If they leave that  
22 centre and go to another centre, the instruction will be  
23 given in English. I know of no regulation that would  
24 prohibit us if we had the request from the local Mayor,  
25 from setting up a course and giving the instructions in  
26 French if there were enough people in the centre for that.

27 MR. BRUNELLE: Do you mean you give  
28 some French in Kirkland Lake now?

29 MR. JOHNSTON: No. We don't have a  
30 centre in Kirkland Lake now.

31 MR. BRUNELLE: This little booklet  
32 "The Quebec Answer" it says here "Language Problem Solved  
33 Trades Training at the Montreal Centre is given in both







French and English, but inquiries regarding language disclosed an interesting side light. At various times in the Centre, immigrants who spoke neither French nor English, have applied for training. These young men were not only trained in the basic skills by the use of science and demonstrations, but when they left they had a working knowledge of French or English, and in some cases, both languages."

That is rather interesting but, as I said, I have had a few mothers who have been in to see me and felt that their sons were not old enough to leave their family and would be lost in the big City of Toronto or Port Arthur but that probably may just be exaggerated.

THE CHAIRMAN: Put a country boy in the City and he will get along.

SPEAKER: North Bay has just established a Schedule 5 programme and this very point came up there because of the large French Canadian population and I encouraged them, if they had enough people, to set up a class, if they had this specific problem. North Bay isn't close, but it is closer than Toronto.

DR. RENDALL: Mr. Chairman, this might be a two-language province yet.

MR. BRUNELLE: I think in our area - some of you have never been in the part of my riding, the whole Village where I come from not one English speaking family. It's surprising. It's entirely French.



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

French and English, our learning regarding languages  
disclosed an interesting side light. At various times  
in the Centre, managers who spoke neither French nor  
English, have applied for training. These young men  
with their own systems of learning, and when they learn  
science and demonstration, but when they learn they have  
a working knowledge of French or English, and in some  
cases, both languages."

That is rather interesting but, as I  
said, I have had a few others who have been in the  
me and felt that their sons were not doing so  
leave their family and would be lost in the city of  
Toronto or Port Arthur and that probably they had be  
exaggerated.

THE CHAIRMAN: Now a question in and  
not in fact as you

population and I understood them, if they had enough  
people, to set up a class, if they had that specific  
problem. North isn't close, but it is closer  
than Toronto.

MR. CHAIRMAN: The Chairman, this might

MR. CHAIRMAN: I think in our case

speaking family  
it's entirely  
French.



1  
2  
3  
4 THE CHAIRMAN: I didn't have any  
5 trouble there last Fall.

6 MR. CRISPO: I would just like to  
7 raise this, the matter may have come up last time you  
8 people were in Committee and that relates to whether you  
9 have run into any difficulties in terms of the number of  
10 courses you offer on the Programme 5 about training  
11 designated trades? Pre-employment, if you wish.  
12 Has anything been done in these trades?

13 MR. JOHNSTON: We have been staying  
14 out of the designated trades. On your sheet which you  
15 will get later, Mr. Shoultz read it out, there is one  
16 heading there masonry which should not be there. That  
17 is building maintenance.

18 We stay out of the designated trades  
19 except starting in September we have a Joint Committee  
20 on Apprenticeship between the Department of Education  
21 and the Department of Labour and we have agreed to offer  
22 a course in general concrete work, general metal work  
23 and general wood working which will be pre-employment  
24 courses leading into the designated trades. Going to  
25 try three of these on an experimental basis.

26 Oshawa started in the designated trades  
27 in Programme 5 last January and withdrew from it.

28 MR. WHITE: May I ask if this selection  
29 of courses is that established by the Federal Government  
30 or who sets that?

MR. JOHNSTON: These are developed  
by the municipal co-ordinators. In other words, the  
local N.E.S. office and co-ordinators are expected to

10 trouble there last Fall.  
 11 Mr. JOHNSON: I would just like to  
 12 raise this, the matter may have come up last time you  
 13 people were in committee and that relates to whether you  
 14 have run into any difficulties in terms of the number of  
 15 courses you offer on the Programme 2 adult training  
 16 designated trades. The employment, if you will.  
 17 Has anything been done in those trades?  
 18 Mr. JOHNSON: We have been staying  
 19 out of the designated trades in your school which you  
 20 will get later, Mr. JOHNSON: I don't think it is one  
 21 heading there are some which should not be there. The  
 22 is limiting maintenance  
 23 We stay out of the designated trades  
 24 except starting in September we have a Joint Committee  
 25 on Apprenticeship between the Department of Education  
 26 and the Department of Labour and we have agreed to offer  
 27 a course in general course work, general maintenance  
 28 and general work which will be for employment  
 29 courses leading into the designated trades. Going to  
 30 try three of those on an experimental basis.  
 31 JOHNSON: Started in the designated trades.  
 32 in Programme 2 last January and withdrawn from it.  
 33 Mr. WHITE: May I ask if this selection  
 34 of courses is that suggested by the Federal Government  
 35 or who sets that?  
 36 Mr. JOHNSON: These are developed  
 37 the municipal governments. In other words, the  
 38 can't be an office and be ordinary and expected to





1  
2  
3  
4 keep in contact with the needs of the municipality and  
5 they are the ones who suggest courses. We in turn  
6 suggest or give them the leads but basically they come  
7 up with the courses.

8 MR. WHITE: Would blueprint reading,  
9 for instance, have been suggested by some municipal  
10 co-ordinator even though nobody wants it?

11 MR. JOHNSTON: It is on there by name  
12 with no numbers opposite it. That is written on there  
13 and what it means is we have had a course operating in  
14 that and the girl who made out the sheet simply carried  
15 it on. We have had a course running in it.

16 MR. WHITE: So the addition of courses  
17 is in the hands of the municipal co-ordinator, is it?

18 MR. JOHNSTON: Yes. Subject to our  
19 approval and subject to Ottawa's approval.

20 MR. WHITE: There are no salesmanship  
21 courses over in London and yet I have so many young men  
22 without trades training coming to me who might get into  
23 a salesmanship course. Can you comment on that London  
24 situation? Why was that not offered, do you know?

25 MR. JOHNSTON: As far as we are con-  
26 cerned the London co-ordinator has not come to us with  
27 the request.

28 MR. WHITE: Who is the London co-  
29 ordinator?

30 MR. JOHNSON: Dr. MacWilliams, and  
while I am on my feet we were talking about bartenders..  
There is one co-ordinator who is prepared to put in an  
official request for a course in bartending the moment





keep in contact with the heads of the universities and  
they are the ones who suggest courses. We do not  
suggest or give them the ideas but basically they come  
up with the courses.

MR. WHITE: Would it be possible to suggest,

for instance, have been suggested by some committee  
co-ordinator even though nobody names it?

MR. JOHNSON: It is not likely to have  
with no names suggested. It is written on their

and what it means is we have had a course operating in  
that and the first one made out the first one in 1951

it only. We have had a course running in it  
MR. WHITE: At the situation of course

is in the hands of the co-ordinator, is it?  
MR. JOHNSON: Yes. Subject to our

approval and subject to Ottawa's approval

MR. WHITE: There are no relationships  
courses even in London and yet I have so many young men

without traces training coming to me who might get into  
a relationship course. Can you comment on that London

situation? Why was that not offered, do you know?  
MR. JOHNSON: As far as we are con-

cerned the London co-ordinator has not come to us with  
the request

MR. WHITE: You in the London co-  
ordinator?

MR. JOHNSON: Yes. I am on my feet as far as training about headquarters.  
There is one co-ordinator who is supposed to put in an  
official request for a course in London during the month



1  
2  
3  
4 I have nerve enough to tell him that I will consider it.  
5 This is in Windsor.

6 MR. BRUNELLE: I am not exaggerating  
7 on this. There is a dire shortage of bartenders.

8 MR. MORNINGSTAR: Why is that?

9 MR. BRUNELLE: The reason is because  
10 in the last two or three years, I notice by the newspapers,  
11 more and more areas are fitted for liquor and it might  
12 be somewhere in the neighbourhood of two hundred hotels  
13 who have been granted liquor, cocktail licences in the  
14 last two years. There is no course - I think Dr.  
15 Rendall mentioned there was a course a few years ago and  
16 I believe this was by some ---

17 DR. RENDALL: Private school here in  
18 Toronto. I don't know whether it is alive now or not.  
19 One of our registered private schools.

20 MR. THOMPSON: It seems to be a real  
21 opportunity for the unemployed people across the Province  
22 and yet we have only had three thousand people who have  
23 availed themselves of this and perhaps you could, if  
24 you would, tell us why you think there have not been more  
25 of the unemployed people than three thousand?

26 I wonder if one aspect is that they are  
27 not optimistic enough to see they will get a job after  
28 taking the training. The other is the high requirements  
29 that you have got, Grade X; for some areas we skim a  
30 whole bunch off that may go into that.

DR. RENDALL: There is no use in them  
going into it if they can't do it. You see, they couldn't  
handle electrical appliances or appliance servicing if you

I have never enough to tell you that I will not do it.  
This is in fact the only thing I can do for you.  
There is a little shortage of material.  
The only thing I can do for you is to  
in the first two or three weeks, I will be in a position  
more and more and I will be in a position  
no longer in the position of a student, but  
who have been given the opportunity to  
last two years. There is no longer  
Kendall mentioned, there was a student, "Kendall" and  
I have this in my mind.  
and I will be in a position to  
Toronto. I will be in a position to  
One of our regulars is in a position to  
I will be in a position to  
reporter is for the newspaper, but I will be in a position  
and you will be in a position to  
various members of the staff and he will be in a position  
I will be in a position to  
not mentioned in the report is that they are  
taking the train. The other is the big newspaper  
that you have got, Grade XI for some time, we will  
whole lunch, either way, go to the bank.  
There is no more in the  
going into it is very much in the  
a clerical position or a position of some kind.



1  
2  
3  
4 go down to Grade VI. They must take something they  
5 have a hope of doing. We cannot put them into something  
6 that they are going to fail at. It's most important  
7 that they get something where they can have a sense of  
8 accomplishment and think they can do it, so we are care-  
9 ful.

10 MR. THOMPSON: I appreciate the point  
11 you want to maintain standards and because of these  
12 standards they can't get into a certain job. Some  
13 trades haven't got standards and you have your point that  
14 you are not going to lower the standards. Couldn't do  
15 it if they can't achieve the standards but again I am  
16 relating this to the Italian immigrant and I am wondering  
17 whether - you have mentioned about language classes. You  
18 read out about Montreal but I can appreciate the Italian  
19 immigrants and I would think the experience you had on  
20 training of Italians, I mean none of them are very literate  
21 before they come over here. Pretty hard to teach them  
22 and yet are we coasting on particular National groups  
23 at all? What do you think of the reaction? You only  
24 got three thousand people doing this when you have got  
25 so many unemployed.

26 MR. JOHNSTON: Before I answer that,  
27 I would like Mr. Shoultz to give you the correct figure.  
28 Three thousand is not the correct figure. If he will  
29 do that ---

30 MR. SHOULTZ: In June 30th, three  
thousand had completed courses but five thousand had  
registered for courses and in the meantime there have  
been a number of new courses started so probably six,

go down to State VI. They must be something they

have a hope of doing. I don't know if it's something

that they are going to fail at. It's most important

that they get something where they can have a success in

accomplishment and think they can do it. We are going

but

THE THIRDS. I appreciate the point

you want to make. I don't know if it's because of these

star birds they can't see in a certain way. I don't

think they have a good standard and we have your point that

you are not going to lower the standard. I don't know

if it's that. I don't know if it's because I am

convinced that it's the same thing. I am not convinced

whether you have a better point about the standard. I don't

read out to the standard but I can't see the standard

imagined and I don't know if it's the same thing. I don't

know of it. I don't know if it's the same thing. I don't

before they come over here. I don't know if it's the same thing

and yet we are doing it. I don't know if it's the same thing

and still. I don't know if it's the same thing. I don't

get these answers. I don't know if it's the same thing. I don't

so many unemployed.

THE THIRDS. I don't know if it's the same thing. I don't

I would like to give you the answer. I don't know if it's the same thing

three thousand in the foreign figure. I don't know if it's the same thing

do that.

MR. SHAW. I don't know if it's the same thing. I don't

thousand and completed contract. I don't know if it's the same thing

estimated for contract and in the same time there have

been a number of new contracts at about six





1  
2  
3  
4 about six thousand that have registered for courses as  
5 of now.

6 MR. JOHNSTON: Now to comment on your  
7 question and I think this is a proper one. The only  
8 reason I can give, and this may not be a very good one  
9 is that it is only since January of this year that we  
10 have really started to develop this programme and a  
11 number of centres just were not interested until we could  
12 get our training specialists out to them and really ex-  
plain the programme to them.

13 For example, we had nothing in writing.  
14 Absolutely nothing as to how this programme operated.  
15 What could be done. It had to be done by word of mouth  
16 and starting in April we produced this booklet which went  
17 out to the co-ordinators within the last three or four  
weeks and I think it is simply a case of growing.

18 A year from now if I am asked the same  
19 question and we still have not any more than we have now,  
20 we will have to look for other answers. I think that is  
21 the answer at the moment.

22 MR. THOMPSON: May I ask this, I don't  
23 know if you would care to comment on this or not, but if  
24 you had a compulsion in connection with the unemployed  
25 people, for example, immigrants it was compulsory for  
26 them while they are unemployed and getting unemployment  
27 insurance, to take language classes. Would this be a  
helpful thing?

28 DR. RENDALL: I don't think so Mr.  
29 Chairman. I think you can lead a horse to water but  
30 you can't make him drink and there must be some motivation



about six thousand that have registered for courses as

of now

Mr. H. H. H. How do you estimate on that

question and I think this is a proper one. The only

reason I can give, and this may not be a very good one

is that it is only a small number of the people that we

have really started to develop this program and a

number of contacts that were not interested in it. We would

get our training specialists out to them and really get

back the program to them.

For example, we had nothing to report.

Absolutely nothing to do with this program at all.

That would be good. It is a good idea to have it right

and starting in April we had about this for a while and

out to the co-ordinators with the first three or four

weeks and I think it is simply a case of getting

A year from now it will be about the same.

question and we will have not any more than we have now,

we will have to look for other answers. I think that is

the answer at the moment.

Mr. H. H. H. How do you estimate on that

now if you would care to comment on this or not, but if

you had a computer in connection with the employed

people, for example, insurance it was compulsory for

them and they are employed and getting unemployment

insurance, to take the wage classes. Would this be a

helpful thing?

Mr. H. H. H. I don't think so Mr.



1  
2  
3  
4 in this.

5 MR. THOMPSON: Depends what you are  
6 going to give him to drink.

7 DR. RENDALL: I really think that  
8 we have to work with what we have and personally I can  
9 tell you since Mr. Johnston has taken this over, he has  
10 been able to get co-ordinators appointed in these areas  
11 and it is since that time the thing has started to roll.

12 He developed this programme pretty well  
13 himself with the aid of the men that we were fortunate  
14 enough to attract to come with us and personally I am  
15 very proud of this. I think we have done a wonderful  
16 job after we got going. It took us a long while to get  
17 going on the thing because there are two departments  
18 concerned with this really. The Department of Labour  
19 and the Department of Education. We had no organization  
20 to work with. We had to start from scratch and it is  
21 working and no man in Ontario pretty soon will be able  
22 to say he hasn't a job and he can't get training and this  
23 is something for our Province to be able to say.

24 It is spreading. More people are be-  
25 ginning to know about it and have more confidence in it.

26 MR. MORNINGSTAR: In addition to that,  
27 I think this is a wonderful thing. You get paid for  
28 it while you are learning.

29 DR. RENDALL: Yes.

30 MR. MORNINGSTAR: I don't think there  
has been enough publicity on it.

MR. THOMPSON: I am not criticising  
the scheme. I am just wondering why. Last year there





1  
2  
3  
4 was a City in Ontario and I understand in the whole  
5 area there were four thousand unemployed. I am not  
6 going to tell you but Mr. Carruthers would know the area  
7 and I think they got fewer than one hundred applications  
8 for training. Only a few and we were told there were  
9 four thousand people and we did not have a co-ordinator  
10 there. Do they get extra pay, the co-ordinators?

11 DR. RENDALL: Yes. Get a salary.

12 MR. CARRUTHERS: In addition to teaching  
13 school too.

14 DR. RENDALL: Different ways of  
15 doing this.

16 MR. MORNINGSTAR: I think over our way  
17 he does this on the side.

18 MR. JOHNSTON: It depends on the size  
19 of the programme. We have part-time co-ordinators  
20 and full-time co-ordinators. Toronto is a full-time  
21 man. North Bay is just opening, full-time man. Windsor  
22 full time. Depends on the number of trainees and the  
23 size of the programme that we can visualize. We run  
24 everything from part-time, like you have in Welland, to  
25 full time.

26 DR. RENDALL: This brings in teachers'  
27 superannuation and all the rest of it and we have to watch  
28 our step. Nobody can profit too much by it. We have  
29 to be careful.

30 MR. CHAPPLE: Up in Port William  
eight and a half per cent of the total work force is un-  
employed in the month of July which is an unheard of  
situation for our part of the country.





1  
2  
3  
4 THE CHAIRMAN: Pulp cutters.

5 MR. CHAPPLE: Not all pulp cutters.  
6 Many other things as well and we are very worried about  
7 this. This is a situation that we are trying to face  
8 and we have as well, as I pointed out before, certain  
9 industries that are crying for men to be able to put to  
10 work because they cannot get from this force of unemploy-  
11 ed men, men that are able to handle the work, jobs for  
12 which they cannot even get training and this is the  
13 problem we are faced with and we want a solution, if  
we can possibly get it.

14 MR. BOYER: I notice on the list "Train-  
15 ing on the Job". Are you going to be doing more of  
16 that sort of thing?

17 MR. JOHNSTON: I will be talking  
18 about that next, if you would like to leave the question  
until then.

19 MR. CARRUTHERS: What about training  
20 centres in Peterborough, Cobourg, Oshawa?

21 MR. JOHNSTON: First of all, you have  
22 to understand that the move for initiating the programme  
23 in the community is with the Mayor of the community.  
He makes application to us. He is the initial contact.

24 Now every Mayor and Reeve in Ontario  
25 received information regarding this in 1961. Some of it  
26 went in the basket in a hurry, we discovered because  
27 when we called back later they didn't have any knowledge  
28 of ever having received it but the initial step must come  
29 from the Mayor and then we work with them.

30 Now Peterborough has operated several



from the Mayor and then we work with them  
of ever having received it but the initial step must come  
when we called back later they didn't have any knowledge  
went in the basket for a while, we discovered because  
received information regarding this in 1941. Some of it  
Now even Mayor and Reeve in Ontario

he makes application to us. He is the initial contact  
in the community is with the Mayor of the community.  
to understand that they were for instance the programme  
MR. TOWNSEND: First of all, you have  
centres in Paterborough, Donnybrook, Ontario.

MR. CARPENTERS: What about training  
about that next, I would like to hear the question  
MR. TOWNSEND: I will be training  
that sort of thing.  
ing on the job. I am not going to be being more of  
MR. TOWNSEND: I agree on that. I think

we can possibly get it  
problem we are facing with and we want a solution. If  
which they cannot solve on their own and it is the  
of men, men that need to be brought into the community  
work is one they cannot do. Now this form of technology  
and services that are trying to help to be able to put it  
and we have as well, as I mentioned out before, certain  
this. This is a situation that we are trying to deal  
Many other things as well and we are very serious about

MR. TOWNSEND: We will continue  
This continues



1  
2  
3  
4 courses. They are closed right at the moment during  
5 the Summer. They will probably open again in the  
6 Fall. Oshawa has operated training. I don't know  
7 whether Oshawa is on there or not. They have simply  
8 been missed. They are not operating during the Summer.

9 MR. BRUNELLE: What about the progressive  
10 Town of Kapuskasing. I don't see it listed here?

11 MR. JOHNSTON: We have had no contact  
12 from there at all.

13 MR. CARRUTHERS: Do these reflect the  
14 unemployment situation?

15 MR. JOHNSTON: Not necessarily.

16 MR. CARRUTHERS: We have unemployment  
17 in Durham. I just wondered if they do.

18 MR. JOHNSTON: I don't think so.

19 MR. WHITE: Windsor has had a lot of  
20 people. Is that because there are a lot of unemployed  
21 or because of the co-ordinator?

22 MR. JOHNSTON: Both. Partly the number  
23 of unemployed but mainly the caliber of the co-ordinator.

24 MR. WHITE: Progressive kind of fellow?

25 MR. JOHNSTON: That is right.

26 MR. WHITE: Harking back to Mr.  
27 Thompson's remarks, couldn't you take an immigrant  
28 with Grade III and teach him to be a good waiter or  
29 meat cutter, bartender?

30 MR. JOHNSTON: It is possible sir.

DR. RENDALL: With some of those  
you would have to teach him his language first.

MR. WHITE: I don't know, in any fancy





1  
2  
3  
4 restaurant they don't speak anyway. Just speak French  
5 at double the prices.

6 DR. RENDALL: We want to make a  
7 Canadian of him first. Let's be honest about this.  
8 We are going to make a Canadian of him first and then  
9 we will consider this bartending perhaps and waiting  
10 and meat cutting, if there is any interest or ability  
11 and we are prepared to make this flexible.

12 MR. WHITE: Let's say the Italian  
13 immigrant has come over and has learned English. Has  
14 two years public school. Will you take him for the  
15 course in being a waiter?

16 MR. JOHNSTON: This probably doesn't  
17 answer your question the way you would like it or think  
18 it should be answered. When you get this booklet you  
19 will find that all of these are Grade VI or equivalent.  
20 Grade VII or equivalent and the man is recommended to the  
21 course by the N.E.S. and the final word rests with the  
22 local co-ordinator.

23 We do not enter into it at this point.  
24 Now as I say, it is not a satisfactory answer to the  
25 question but I strongly suspect that while we say Grade  
26 VI or equivalent, it is being stretched in many cases.

27 MR. GIBBORN: Is the person that  
28 has run out of unemployment insurance and became a wel-  
29 fare recipient in the municipality in the same position?  
30 He just makes application to the co-ordinator?

MR. JOHNSTON: That is right. In that  
case he starts to draw his pay as of the time that he  
starts the course.





1  
2  
3  
4 MR. GISBORN: It makes me wonder  
5 why many of the municipalities who have large welfare  
6 rolls are not doing a better educational job in the  
7 community.

8 MR. JOHNSTON: I can tell you one  
9 reason. I don't know whether it is very flattering to  
10 the two Governments or not but when we go into centres  
11 and we say that this programme is paid for one hundred  
12 cents on the dollar for the complete operation - this  
13 is true. It costs the local municipality nothing, and  
14 I think the training specialists will bear me out in  
15 this, that we get very suspicious looks and we have the  
16 impression that they are looking for - well what is the  
17 catch in this? This can't possibly be and I think a  
18 number of the municipalities held back because they  
19 were afraid it was going to cost them something.

20 MR. MORNINGSTAR: Has there been  
21 enough publicity on this?

22 DR. RENDALL: This just got rolling  
23 in April or so.

24 MR. MORNINGSTAR: I think probably a  
25 great many people are not familiar with this.

26 DR. RENDALL: They are becoming familiar  
27 now. We did not have a staff. Now we have got the  
28 people to handle it and we are already in a position now  
29 where we are starting to handle the Province .

30 MR. MORNINGSTAR: I think it is a  
wonderful thing.

DR. RENDALL: I think it is. I am very  
happy about this. It is forming a major part of our







1  
2  
3  
4 secondary school branch now.

5 MR. CARRUTHERS: I think you should be  
6 congratulated on this. It is a wonderful programme.

7 DR. RENDALL: I think it is Mr.  
8 Carruthers. We are proud of it anyway.

9 MR. THOMPSON: I would very much like  
10 Dr. Rendall to have this settled before the next election,  
11 this question of the Italian immigrant. I don't agree  
12 that you can make a man feel like a citizen when he is  
13 left unemployed for three or four years because he has  
14 not Grade X.

15 DR. RENDALL: I think if we brought  
16 that immigrant in and he had the ambition, maturity,  
17 we could find some ability. Now probably some of them  
18 are only the labouring end of it. They are not all  
19 trainable - our own people too - let's be honest now,  
20 out of this group of immigrants you might find quite a  
21 large number who are ambitious and who have some ability  
22 and who are trainable. Then I think we should take  
23 them in and in a ten-month period teach them some  
24 English, the language of communication where they are  
25 going to work.

26 MR. THOMPSON: They do at night.

27 DR. RENDALL: Do it in the ten-month  
28 period right in the trade school. They are doing it in  
29 the P.I.T. right up until now and when they get through  
30 with that, then I think we will have to look them over  
to see if they are trainable in the skill. That is the  
next thing, and I think we are prepared to do that but  
we cannot train them in the indentured trades, designated





1  
2  
3  
4 trades.

5 MR. THOMPSON: If I have a man come  
6 to my office to-morrow. He doesn't speak English and  
7 is unemployed. I can send him to the Provincial  
8 Institute and he will get paid?

9 DR. RENDALL: No. Send him to N.E.S.  
10 first.

11 MR. THOMPSON: With the suggestion  
12 that N.E.S. refer him to Provincial Institute and he  
13 will get paid while he is taking their training?

14 MR. JOHNSTON: That is right. He  
15 will get paid as of the time he starts the course.  
16 Understand when the courses are set, that we bring  
17 in a group and start courses and take it through.  
18 In other words, we are not taking people into a course  
19 every week.

20 If he is lucky, he might get in within  
21 two or three weeks. If he is unlucky, might have to  
22 wait two or three months.

23 MR. THOMPSON: In construction with  
24 two hundred thousand people I think this would be of  
25 some interest to him. I would be interested in  
26 knowing the number of non-citizens who are taking a course  
27 of any kind. I am not thinking of English evening  
28 classes. I am thinking of these trade courses.

29 DR. RENDALL: I think it would be not  
30 too many.

THE CHAIRMAN: Out of these two  
hundred thousand how many would be unemployed?

MR. THOMPSON: I really couldn't answer





that.

THE CHAIRMAN: Be five per cent?

MR. THOMPSON: They get the heaviest percentage of unemployment.

DR. CRISPO: In the Winter months they do.

THE CHAIRMAN: They work again in the Summer... They are unemployed just because there isn't anything doing in their particular trades?

MR. THOMPSON: That is right.

THE CHAIRMAN: You can say that all over the country.

MR. THOMPSON: I agree.

THE CHAIRMAN: If they are in heavy construction and no Winter work in Ontario, they cannot be employed but still these people were employed in the Summer. Bringing people in for construction work, you certainly get all your immigrants. That type of immigrant comes to Toronto or Montreal or Hamilton. We don't get any of them in Kingston. Only those who are employed. In fact, if you hired one in Kingston, he would be in Toronto inside of a year.

For some reason, I don't know, something draws him here. You won't get any in Cobourg. Won't get any in any of these smaller places. I can't think of why they congregate in this place.

MR. THOMPSON: In the construction industry there would be no problem if we had full employment.

THE CHAIRMAN: He would still have a







1  
2  
3  
4 problem because certain of the people won't work.

5 MR. MORNINGSTAR: Like you say, the  
6 seasonal work.

7 MR. THOMPSON: I appreciate what you  
8 are saying because I would agree. Of course, a course  
9 can help with English and they can move into the next  
10 step. I didn't know you paid them while they were  
11 taking English.

12 DR. CRISPO: Not just while taking  
13 English. It has to be part of the programme that  
14 includes English.

15 MR. JOHNSTON: The group that we  
16 had at P.I.T. studied, English, mathematics and science  
17 and one skill, drafting, blueprint reading and while  
18 this was going on, they were all regular Programme 5  
19 people and they received their pay. Then when Spring  
20 came and the construction industry started up again,  
21 they received work. They could no longer stay in this  
22 programme and the class closed but we had an application  
23 from a group of them to continue their studies in  
24 English and I am not sure whether they went on to math  
25 and science or not, to continue in some of the academic  
26 work. While they were employed, they became regular  
27 night school students and they were required at that  
28 time to pay \$20. fee and they did not receive any pay  
29 but during the Winter while they are unemployed, they did  
30 receive pay.

MR. MORNINGSTAR: Although they were  
learning English? Just learning English?

MR. JOHNSTON: Their mathematics,





1  
2  
3  
4 science, English, blueprint reading, a skill.

5 THE CHAIRMAN: What percentage would  
6 carry on after they were employed?

7 MR. JOHNSTON: We started - I am not  
8 sure of the numbers - we had over one hundred and when  
9 they were employed it dropped off to one class which  
10 would be twenty-five or thirty.

11 DR. CRISPO: I don't want to be  
12 difficult but did you teach them the other subjects in  
13 Italian while you were teaching English?

14 MR. JOHNSTON: We employed instructors  
15 who were bilingual, who could speak both English and  
16 Italian.

17 THE CHAIRMAN: Any other questions?

18 (NO QUESTIONS) If not, thank you  
19 Mr. Shoultz.

20 Mr. Johnston?

21 MR. JOHNSTON: Programme 4. Mr.  
22 Chairman, and gentlemen, while you were talking this  
23 morning about operators and technicians terminology, I  
24 was reminded of something I read in the Financial Post,  
25 if I might take three seconds to throw this in in lighter  
26 vein. The President of France said there are three  
27 ways to ruin any country: woman is the pleasantist,  
28 gambling is the quickest and technicians are the surest.

29 Now Programme 4, and I am not sure  
30 whether it is clear in your minds or not but the Federal -  
Provincial Training Agreement consisted of ten programmes  
and Programme 1 is the one which the secondary schools  
are handling and Programme 5, the fifth one is the un-





1  
2  
3  
4 employed and Programme 4, the one that I am going to  
5 talk about very briefly is training in industry and each  
6 programme has different conditions.

7 Now Programme 4 is the one that is set  
8 up on the basis that the Federal Government will con-  
9 tribute fifty per cent of whatever the Province contributes  
10 to this programme. There are no quoted figures or  
11 anything of that sort to Programme 4.

12 It is designed for two purposes. One  
13 to upgrade workers who are employed in industry and the  
14 other to retrain workers who are employed.

15 DR. RENDALL: What is the difference  
16 between upgrading and retraining?

17 MR. JOHNSTON: The upgrading would be  
18 for a chap who does not have the necessary academic  
19 background to move into a new job that might be facing  
20 him. For instance, one industrialist said this to  
21 me - I have met with the leaders in a number of in-  
22 dustries in the last few months - he said I would like  
23 to train some of my people in circuit tests but, he said,  
24 in order to train them in that, they must know electricity  
25 and I cannot teach them electricity because they don't  
26 know basic mathematics. This would be a case of up-  
27 grading. Giving them the academic background which  
28 they would need.

29 Retraining is brought about by  
30 automation, where a man is on the job and the job dis-  
appears. He has to be retrained to handle something  
else. I know I needn't tell the members of the  
Committee this, because you know that our country and







our Province is facing a critical period. They are bringing changes in manufacturing processes, automation, keen competition and population growth and it is my feeling, and this is a personal feeling, not the Department of Education's ~~motion~~, that we have less than five years in Canada to straighten out our training programme and to handle this situation or we are going to be in serious difficulties.

It is estimated that the workers of today will require retraining once or twice during a normal working life of forty-nine years. Every man is going to have to be retrained once; and many of them twice.

The officials in Ottawa told me that in some industries it will be necessary to retrain the entire working force every five years if they are going to progress.

Now I prepared some figures for Ontario, its training programme today, and these figures are from the Labour Gazette from the Dominion Bureau of Statistics. June 28th, 1962, indicates that if we are going to do a complete job in programme 4, we would have to come in contact with approximately 57,000 workers a year. Dr. Rendall mentioned that figure this morning. This figure is based on the following facts: That as of May 19th, 1962, there was a working force in Ontario of 2,894,000 people. We take fifteen per cent for professional. We take twenty-five per cent for married women and for those that either are not desirous of training or not capable of profiting from training

our Province is facing a critical period. They are bringing changes in manufacturing processes, automation, keen competition and population growth and in my feeling, and this is a personal feeling, not the department of Education's action, that we have less than five years in Canada to strengthen our training programme and to handle this situation or we are going to

It is estimated that the workers of today will require retraining once or twice during a normal working life of forty-five years. Every man is going to have to be retrained once; and many of them twice.

The officials in Ottawa told me that in some industries it will be necessary to retrain the entire working force every five years in the next few years to progress. Now I prepared some figures for Ontario,

its training programme today, and these figures are from the Lapan Gazette from the Dominion Bureau of Statistics. June 28th, 1962, indicates that if we are going to do a complete job in programme, we would have to come in contact with approximately 27,000 workers a year. Dr. Redaelli mentioned that figure this morning. This figure is based on the following facts: that as of May 1st, 1962, there was a working force in Ontario of 2,824,000 people. We take fifteen per cent for professional. We take twenty-five per cent for married women and for those that either are not married or training or not capable of profiting from training



1  
2  
3  
4 and we have sixty per cent left which gives us 57,456,  
5 or 57,000 people per year.

6 Now as Dr. Rendall mentioned this  
7 morning, a number of industries have come to us asking us  
8 if we would work with them and with the Dominion Govern-  
9 ment in setting up training programmes. I think I  
10 have about fifteen, at least fifteen on my desk at the  
11 present time. They are coming in, as was indicated,  
12 at about two a week and there is no question in my mind  
13 that many more will apply if we move into this problem  
14 and if we open the door.

15 Now where the unemployed, that is what  
16 we were talking about before were unemployed persons,  
17 involved under Programme 5, and we have been working, partly  
18 in industry, under Programme 5, with unemployed people  
19 in the retail selling, that I mentioned in Ottawa; the  
20 hosiery knit in Hamilton, the kitchen training at the  
21 Salvation Army Centre and a number of others in Concord  
22 and Cornwall, they are doing the training in these  
23 areas, this is Programme 5, they are doing the training  
24 in the Companies and there are people being taken off  
25 the unemployment rolls.

26 Now Programme 4, we are going very, very  
27 slowly and have been doing a bit of experimenting and  
28 we have been operating the programme in the Sparling Tank  
29 Company at Oakville where the man is employed and where  
30 we are assisting in upgrading men as welders. Up-  
grading consists of two parts: theoretical classroom  
type of work which we take in four hours and instructions  
in upgrading in welding in the plant. That is one.

and we have sixty per cent left which gives us 51,456,  
or 51,000 people per year.

Now as Dr. Woodard mentioned this  
morning, a number of universities have come to us asking us  
if we would work with them and with the Dominion Govern-  
ment in setting up training programmes. I think I  
have about fifteen, at least fifteen on my desk at the  
present time. They are coming in, as was indicated,  
at about two a week and there is no question in my mind  
that many more will apply if we move into this position  
and if we open the door.

Now where the unemployed, that is what  
we were talking about earlier were unemployed persons  
involved under Programme 1, and we have been working, partly  
in industry, under Programme 2, with unemployed people  
in the retail sector. That I mentioned in Ottawa; the  
possibility that in Hamilton, the kitchen training at the  
Salvation Army Centre and a number of others in Ontario  
and Cornwall, they are doing the training on these  
courses, this is Programme 3. They are doing the training  
in the companies and there are people being taken off  
the unemployment rolls.

Now Programme 4, we are doing very, very  
slowly and have been doing a bit of experimenting and  
we have been operating the programme in the spinning plant  
Company at Oakville where the men are employed and where  
we are assisting in upgrading men as well as  
grading consists of two parts: theoretical classroom  
work which we have in four months and instructions  
in upgrading in welding in the plant. That is one.





1  
2  
3  
4 We are experimenting with the training  
5 of spray painters in industry. I think it is called  
6 Moldex Limited in Barrie and also with workers in  
7 commercial food preparation, a plant in Barrie. Those  
8 three. They are small Companies and, as I say,  
9 we are experimenting with them to see how it will work.  
10 Programme 4 assists financially. In other words, we  
11 pay the Company and assist financing the Company, help  
12 pay the wages of this man until he reaches efficient  
13 level of skill that he can earn what he is actually re-  
ceiving.

14 MR. CHAPPLE: What do you pay?  
15 A salary or a percentage?

16 MR. JOHNSTON: In each of the three  
17 cases here we have set a flat rate for each eight hours  
18 of training. Now I don't know that I can give you the  
19 rates offhand but the training specialists have worked it  
20 out and said it would cost so much an hour to train this  
man and came up with a rate for each.

21 MR. CHAPPLE: And that rate is for  
22 each eight hours?

23 MR. JOHNSTON: That is right. They  
24 don't need to do eight hours in the one day. They can  
25 do four a day. We pay them on the basis of each eight  
hours.

26 I think you realize too gentlemen the  
27 day has gone, and this is borne out by what we have been  
28 discussing today, when the educational system can take a  
29 pupil, keep him for a few years and send him out and  
30 forget him. That has gone. We must follow him and





We are experimenting with the training of spray painters in industry. I think it is rather novel. I think in general and also with workers in commercial food preparation, a plant in Detroit. These three. They are small companies and, as I say, we are experimenting with them to see how it will work. Programme a artists financially. In other words, we pay the company and assist financing the company, help pay the wages of this man until he reaches efficient level of skill that he can earn what he is normally re-

MR. CHAIRMAN: What do you say?

A salary or a percentage?

MR. JOHNSON: In each of the three cases here we have set a flat rate for each eight hours of training. Now I don't know that I can give you the rates offhand and the training specialists have worked it out and said it would cost so much an hour to train this man and came up with a rate for each.

MR. CHAIRMAN: And that rate is for

each eight hours?

MR. JOHNSON: That is right. They don't need to do eight hours in the day. They can do four a day. We pay them on the basis of each eight

I think you realize the gentleman the day has gone, and this is borne out by what we have been discussing today, when the educational system can take a pupil, keep him for a few years and send him out and forget him. That has gone. We must follow him and



1  
2  
3  
4 we must be prepared to retrain him. The industrialists  
5 keep pointing this out to me time and time again and all  
6 have told the same story: the day has gone when  
7 industry can absorb the lads who drop out from school  
8 and who have no skill and don't have the academic back-  
9 ground.

10 MR. CHAPPLE: In industrial fields  
11 the day has gone when they can retrain or accept the  
12 responsibility even of an apprentice because of the cost,  
13 and the taxes, and so on that they are faced with.  
14 Competition, these things. We want industry in our  
15 country. We are fighting to keep those we already  
16 have. It isn't a case of getting more, it's a case of  
17 trying to keep those employed that we already have.

18 If you keep your industry employed, you  
19 have your employment and it seems to me it is all being  
20 taken away from industry. Some industries really need  
21 it. They have to put it back in some form. This  
22 apparently is one of the forms that the Government is  
23 suggesting that they put it back.

24 We want to have all our people employed  
25 but you must have industry and if we do ~~not~~ see that industry  
26 is employed or is given employment, because of competition  
27 it has to face, because of taxes, cost of things, we are  
28 just in Canada in a very - as far as world-wide is  
29 concerned, we are in a very difficult position. This  
30 is something we all have to face. You just can't go to  
industry and say here this is everything you have got.  
We want to take it. Go ahead and try to exist. The  
Government has to change its attitude I think a little





1  
2  
3  
4 today towards industry.

5 MR. JOHNSTON: It is my thinking this  
6 retraining can be done in two areas. The one  
7 we have been discussing in our trade schools and the  
8 other I think it can be done, in many cases, right in the  
9 industry but frankly, gentlemen, and this in the initial  
10 stage is my responsibility, I have been sort of going  
11 easy. Have been hesitating because I think if we move into  
12 this area, it is going to be like opening the flood-gates.

13 I know from talking to the dozen or so  
14 companies that I have been that if we move into this  
15 area, there are going to be very many companies coming to  
16 us for help and many of them will be sincere companies  
17 and one of the difficult problems that we are going to  
18 face will be to sort out the genuine companies from the  
19 chiselers.

20 MR. CHAPPLE: You are not going to be  
21 faced with this problem with the big companies like the  
22 pulp and paper companies, and so on. These people are  
23 not going to ask for it and there are many others that  
24 won't but it is just the occasional companies that are  
25 getting their back up against the wall more and more,  
26 all the time and I don't think, on the whole, that in-  
27 dustry is going to come to Government in sufficient  
28 quantity - industry has been carrying Government for  
29 many, many years and will continue to carry it. No doubt  
30 about this.

THE CHAIRMAN: And vice versa.

DR. RENDALL: Gentlemen, you understand  
that this is being discussed with the Dominion Government.



today towards industry.

MR. JOHNSON: It is my feeling that

remaining can be done in two years.

We have been discussing in our trade schools and the other I think it can be done, in many cases, right in the industry one frankly, gentlemen, and also in the initial

stage is my responsibility. I have been sort of

easy. I have been hesitating because I think if we move in this area, it is going to be like opening the flood gates.

I know from talking to the board of so

companies that I have been that if we move into this

area there are going to be very many companies coming to us for help and many of them will be sincere companies and one of the difficult problems that we are going to face will be to sort out the genuine companies from the

MR. CHAIRMAN: You are not going to be

faced with this problem with the big companies like the pulp and paper companies, and so on.

These people are not going to ask for it and there are many others that

won't but it is just the occasional companies that are

getting their back to against the wall more and more.

All the time and I don't think, on the whole, that the

industry is going to come to Government in confidence

quantity - industry has been carrying Government for

many, many years and will continue to carry it. No doubt

about this.

THE CHAIRMAN: And vice versa.

DR. BENNETT: Gentlemen, you understand

that this is being discussed with the Dominion Government.





1  
2  
3  
4 It has been discussed a number of times between the  
5 officials, and the officials in both Governments are  
6 aware that if they step into this, they will have to play  
7 fairly with you. Can't ask the Province as a whole,  
8 or Canada as a whole to favour some industries unless you  
9 do it on the same basis and they will have to search  
10 around for a basis on which this can be done so that  
there can be no question of discrimination.

11 MR. CHAPPLE: The only thing I am  
12 saying on this basis, all companies won't ask for this  
13 sort of thing. and the basis may be in such a manner that  
14 any companies that need it and are doing that job can  
15 be helped.

16 DR. RENDALL: You would be surprised  
17 at some of the companies that have asked for it.

18 MR. CHAPPLE: Not at all surprised.  
19 Everybody else is asking for something.

20 DR. RENDALL: Mr. Johnston has been  
21 saying and what his problem is, is just how we are going  
22 to handle this and we are not ready to make a commitment  
23 and industry as a whole will have to be asked, if we  
24 go into industry, how can we assist. Probably in-  
25 dustry will be asked to do something for us in return  
26 in our training programme.

27 They may be asked to take apprentices,  
28 for instance. That is maybe our "in" with industry.  
29 If we are going to help you, okay, you help us.

30 MR. CHAPPLE: Industry is willing  
and it is ready. Never ran into any industry that is  
not ready to carry his load. Always will and always has.





It has been discussed a number of times between the officials, and the officials in both governments are

fairly with you. Don't ask the Province as a whole, or Canada as a whole to favour some industries unless you do it on the same basis and then will have to search around for a basis on which this can be done so that there can be no question of discrimination.

MR. TAPLEY: You would be surprised at some of the companies that have asked for it. MR. TAPLEY: Not at all surprised. Everybody else is asking for something.

MR. REMBAULT: Mr. Johnston has been saying and what his problem is, is just now we are going to handle this and we are not ready to make a commitment and industry as a whole will have to be asked, if we go into industry how can we assist. Probably in-

in our training programme. They are asked to take applications, for instance that in maybe our own industry. If we are going to help you, okay, you help us. Industry is willing and it is ready. We can turn into any industry that is not ready to carry out load. Always will and always has



1  
2  
3  
4 This can't be denied.

5 THE CHAIRMAN: We all know in a  
6 private enterprise system we all work for a profit.

7 MR. CHAPPLE: Why not? Is there  
8 anything against working for profit? That's the  
9 thing I would like to hear.

10 THE CHAIRMAN: Industry should pay its  
11 own people.

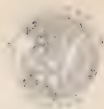
12 MR. CHAPPLE: Industry does pay its  
13 own people.

14 DR. RENDALL: We are competing with  
15 countries who do not look to the profit as we do.  
16 Any Government, any party will have to be careful. I  
17 say this very openly: any party would have to be careful  
18 when they enter into this business of helping some in-  
19 dustries, unless you are prepared to help any industry  
20 that comes for assistance. All industries that come  
21 for assistance.

22 MR. CHAPPLE: You are not classifying  
23 merchandising as an industry?

24 MR. GISBORN: We do not have to  
25 listen to this dissertation on protectionism. Let's  
26 hear the gentleman.

27 MR. JOHNSTON: Mr. Chairman, I just  
28 had four points with which I wanted to finish up to give  
29 you some indication of the problems that we are thinking  
30 about in deciding what we should do with this programme  
and I don't know whether these are points that this  
Committee might consider and on which we might get help  
from you.



This can't be denied

THE CHAIRMAN: We all know it's a private enterprise system we all work for a profit.

anything against working for profit? That's the thing I would like to hear.

THE CHAIRMAN: Industry should pay its own people.

MR. CHAPMAN: Industry should pay its own people.

MR. CHAPMAN: We are competing with countries who do not look to the profit as the only Government, any party will have to be careful. I say this very openly: any party would have to be careful when they enter into this business of helping some industries, unless you are prepared to help the industry that comes for assistance. All industries that come for assistance.

MR. CHAPMAN: You are not classifying merchandising as an industry?

MR. CHAPMAN: We do not have to listen to this dissertation on protectionism. Let's hear the gentleman.

MR. CHAPMAN: Mr. Chairman, I just had four points with which I wanted to finish up to give you some indication of the programs that we are thinking about in deciding what we should do with this program and I don't know whether these are points that the Committee might consider and on which we might get help



1  
2  
3  
4 They are: if we get into the programme,  
5 how much, if anything, should industry pay towards this  
6 programme?

7 Secondly: should the trade unions be  
8 involved in the programme financially and should the  
9 individual be asked to pay anything? Now I have  
10 several companies who have presented briefs to me in-  
11 dicating what they are prepared to do and I have three  
12 companies, combining together in this case, and the  
13 individuals have been approached and they are prepared  
14 to pay \$100. out of their own money to get a six-month  
15 course at \$100. a person from this one particular group.

16 The final one is the one we have been  
17 discussing and that is should every industry that  
18 approaches us receive assistance?

19 Those are the four main areas and just  
20 to recap and then if there are any questions: How much  
21 should industry pay? Should the trade unions be  
22 involved financially? Should the individual pay?  
23 Should we consider every industry that approaches us?

24 THE CHAIRMAN: One question comes to  
25 my mind: For a six-month period for this training  
26 how much does it cost the Government?

27 MR. JOHNSTON: We haven't reached any  
28 agreement on this with any Government.

29 THE CHAIRMAN: From your experience  
30 in training? You have had a company training. I will  
take your experience in that training.

MR. JOHNSTON: We think that overall  
it is going to be a staggering figure; that it would take



any other. If we get into the programme, how much, if anything, should industry pay towards this?

Now we go to the second question. Should the trade unions be involved in the programme financially and should the individual be asked to pay anything? Now I have several companies who have presented letters to me in dissenting what they are prepared to do and I have three companies, communication in this case, and the individuals have been approached and they are prepared to pay 100% out of their own money to get a six month course at \$100 a person. This is one particular firm. The first one is a company we have heard of.

Discussing and then a third, every industry that approaches us receives assistance. The second one is a company we have heard of to recap and then if there are any questions. How much should industry pay? Should we trade unions be involved financially? Should the individual pay?

Should we consider every industry that approaches us? The Chairman: The question comes to my mind: For a six-month period for the training how much does it cost the Government? Mr. Chairman: We haven't received any

The Chairman: How about experience in training? You have had a company training. I will Mr. Chairman: We think that overall it is going to be a staggering figure that it would take





1  
2  
3  
4 about \$1500. to retrain a man.

5 THE CHAIRMAN: \$1500.00?

6 MR. JOHNSTON: About \$1500.

7 MR. WHITE: I know one particular  
8 company that is on retraining now. Six weeks and that  
9 is the figure it costs them, \$1200. and cost the man  
10 approximately \$1200. to pay his board and get the things  
11 he has to get.

12 MR. JOHNSTON: This might be all wrong.  
13 We have come up with \$1500. on the basis of 57,000  
14 workers a year.

15 MR. WHITE: I know the mathematical  
16 method you have used but I question the original premise  
17 that a man has to be retrained once or twice during forty-  
18 nine years. I think in a great many of these plants  
19 the retraining is a continuous process and in many other  
20 instances the retraining involves going from job A to  
21 B and it may be entirely different but which the man  
22 learns as he develops the skills under that job B.

23 I wouldn't let that 57,000 scare you  
24 about making an initial start on the programme.

25 MR. JOHNSTON: It might be away  
26 high.

27 MR. WHITE: You can certainly get a  
28 programme with a few hundred or a few thousand, to get it  
29 going.

30 DR. RENDALL: I think before we  
enter it we have to have some Committee or Board to pass  
on these industries. We have to know more about them.  
Our little group ourselves couldn't decide what industries







1  
2  
3  
4 we could help.

5 MR. WHITE: It would be a terrific  
6 mistake to say the job is so big we will do nothing.  
7 That is the worst possible thing.

8 DR. RENDALL: That is true.

9 MR. CHAPPLE. The 57,000 figure I  
10 feel is away out. I don't think there will be that  
11 much demand by industry.

12 MR. CARRUTHERS: It isn't your figure  
13 on industrial fees?

14 MR. JOHNSTON: No. We are basing this  
15 initially on the Dominion Bureau of Statistics the per-  
16 centage of industrial fees, yes.

17 MR. MORNINGSTAR: Mr. Chairman,  
18 gentlemen, I think our good friend Mr. Chapple has got  
19 a point. Probably a good place to start investigating  
20 would be in some of these industries which suffer for  
21 skilled workers and don't have enough labour.

22 DR. RENDALL: A nice place to live  
23 up there. I think he has got a good point.

24 THE CHAIRMAN: Maybe because the Town  
25 hasn't asked for it.

26 MR. CHAPPLE: If you can't find a  
27 place to work, certainly a lovely place to live.

28 MR. WHITE: May I ask what happened to  
29 the London Concrete Machinery who made application to  
30 this programme?

MR. JOHNSTON: I don't know that  
one at all. Is that supposed to have come to us?

MR. WHITE: I know that they were





1  
2  
3  
4 developing the idea of working under a Programme 4  
5 and I think that their Union objected and they finally  
6 let it go but I don't know at what stage they decided  
7 they couldn't go ahead with it.

8 MR. JOHNSTON: That one didn't get to  
9 me at all.

10 DR. RENDALL: Mr. Chairman, you have  
11 got to be careful of this too: The Union has to be  
12 satisfied for it may affect seniority and you see, it  
13 is a bigger thing - these things can't be handled  
14 casually or in a hurry.

15 MR. BOYER: How does this compare  
16 with industry training during the War? Were all in-  
17 dustries included in that or just certain categories?  
18 Was the Province also in that in any way?

19 DR. RENDALL: No. Just certain in-  
20 dustries were assisted.

21 THE CHAIRMAN: Gentlemen, I don't think  
22 we are going to solve this problem to-day because I  
23 think we have over sixty briefs; no doubt we will have  
24 many from industry and from labour so I don't think we  
25 should delve too far into one because there are many  
26 briefs.

27 MR. GIBBORN: When we talk about  
28 trade union participation, do you mean at the present  
29 time any particular plant involved and not on a general  
30 basis?

MR. JOHNSTON: Any particular plant,  
that is right.

MR. GIBBORN: Could we get some



developing the form of writing a book a program  
and I think that the only way to do this  
is to get out a book at this stage, they decided  
they could do it, it  
I think that it is not too  
no at all.

Mr. [Name] said, "I have  
got to be honest of this book. I believe that  
satisfied for it myself. I am a happy man, it  
is a little thing, I am a happy man, it is a little  
casualty, I am a happy man, it is a little  
with a happy man, it is a little thing, I am a happy man, it is a little  
happy man, it is a little thing, I am a happy man, it is a little  
that the happiness is in the book in any way."

Mr. [Name] said, "I am a happy man, it is a little  
we are going to see a book, it is a little thing, I am a happy man, it is a little  
that we have a book, it is a little thing, I am a happy man, it is a little  
many, I am a happy man, it is a little thing, I am a happy man, it is a little  
should be a book, it is a little thing, I am a happy man, it is a little  
book, it is a little thing, I am a happy man, it is a little  
Mr. [Name] said, "I am a happy man, it is a little  
that we have a book, it is a little thing, I am a happy man, it is a little  
time any book, it is a little thing, I am a happy man, it is a little  
book, it is a little thing, I am a happy man, it is a little  
that is right  
I am a happy man, it is a little thing, I am a happy man, it is a little



1  
2  
3  
4 information as to what other provinces are doing under  
5 Programme 4?

6 MR. JOHNSTON: At the moment, unless  
7 there has been a change in the last six or eight weeks,  
8 there is one programme operating in one industry in  
9 New Brunswick. They are asking the same questions in  
10 going through the Director of Training, Department of  
11 Labour. They have met all across Canada to try and  
12 get rates, and there is one in New Brunswick and to  
13 actually see what we are doing here; the three small  
14 ones we have in Programme 4 and what we are doing with  
15 the entire programme under Programme 5. Actually,  
16 Ontario is doing more at the moment and they are looking  
17 to us for leadership.

18 MR. GISBORN: At present under  
19 Programme 4 I would assume that your Department ascertains  
20 the necessity for the academic upgrading on any particular  
21 request from industry. You just don't take their  
22 request and set up a programme. You make sure it is  
23 necessary?

24 MR. JOHNSTON: That is right, yes.  
25 We checked these all out very carefully. Not only that,  
26 we have our men call back from time to time.

27 MR. THOMPSON: In connection with the  
28 four questions you asked, how much industry and Government  
29 should pay, et cetera, have you looked at the situation  
30 such as Britain where they are doing the same training  
process and how have they answered it?

MR. JOHNSTON: No, I have not.

MR. THOMPSON: Are these questions





information as to what our provinces are doing under  
Programme 4?

MR. JOHNSON: At the moment, unless  
there has been a change in the last six or eight weeks,  
there is one programme operating in the majority of  
New Brunswick. They are working the same conditions in  
going through the process of training, a number of  
labour. They have not yet decided whether to begin  
get rates, and there is one in New Brunswick and the  
others are in the same position. I think we are  
ones we have in Programme 4 and what we are doing  
the entire programme under Programme 4. I think  
Ontario is doing some of the same and they are looking  
to us for advice.

MR. JOHNSON: At present under  
Programme 4 I would assume that your department were taking  
the necessary for the programme appearing in any particular  
request from industry. You just don't take them  
request and set up a programme. You just take it as

MR. JOHNSON: That is right, yes.  
He checked these all out very carefully. Not only that  
we have our own staff but from time to time  
MR. JOHNSON: In connection with the  
from positions you stated, how much industry and Government  
should pay, or rather, have in looking at the situation  
such as Britain where they are doing the same thing;  
process and how have they answered it?

MR. JOHNSON: Yes, I have not.  
MR. JOHNSON: Are there questions



1  
2  
3  
4 for our Committee to answer? If they are, I would  
5 suggest we should look at other countries which have  
6 the same kind of process.

7 THE CHAIRMAN: Gentlemen, before we  
8 adjourn I would like to take this opportunity of  
9 thanking Dr. Rendall and his staff. I know I enjoyed  
10 it and I am sure you all enjoyed it and got some infor-  
11 mation out of it.

12 MR. MORNINGSTAR: I will second the  
13 motion. It's very interesting.

14 THE CHAIRMAN: We plan to meet at  
15 ten-thirty, Thursday morning. To-morrow we are going to  
16 take a bus here and there will be personnel from the  
17 Department to take the Committee through the Provincial  
18 Institute of Trades and the Ryerson Institute of  
19 Technology.

20 HEARING ADJOURNED UNTIL THURSDAY

21 MORNING AT TEN-THIRTY, AUGUST 23, 1962.  
22  
23  
24  
25  
26  
27  
28  
29  
30



131

41 for our Committee to answer? If they are, I would  
suggest we should look at other countries which have  
the same kind of process

The Chairman said: "Governments, before we

beginning I would like to have the opportunity of  
knowing Mr. Randall and his staff. I know I enjoyed  
it and I am sure you will enjoy it and get some inter-

mission out of it.

motion. It is very interesting.

for this. These people are going to  
take a lot of time and there will be personnel from the  
Department to take the time to through the Department  
Institute of Trade and the American Institute of

NOTED AT THE OFFICE, 1001 1st St., N.W.

# SELECT COMMITTEE ON MANPOWER TRAINING

PROCEEDINGS HELD AT THE FOLLOWING DATES:

THURSDAY, SEPTEMBER 10, 1958

VOLUME

2

INDEX

SEPTEMBER 10, 1958

J. R. SCHUBERT, M.P.A.  
Chairman



OFFICIAL RECORD  
ANDREW STEPHENSON & ASSOCIATES  
BOARD OF DIRECTORS  
2000 AVENUE OF THE STARS  
WASHINGTON, D.C.

801-5615 / 202-775-1364-7343







SELECT COMMITTEE ON MANPOWER TRAINING

Hearings held before the Select Committee  
on Manpower Training, at the Parliament  
Buildings Toronto, Ontario, commencing  
at ten-thirty a.m., on August 23rd, 1962,  
et seq.

PRESENT:

MR. J. R. SIMONETT	- CHAIRMAN
MR. J. H. WHITE	- MEMBER
MR. J. CHAPPLE	- MEMBER
MR. R. BRUNELLE	- MEMBER
MR. J. BOYER	- MEMBER
MR. A. E. THOMPSON	- MEMBER
MR. J. R. HARRIS	- MEMBER
MR. R. GISBORN	- MEMBER
MR. E. P. MORNINGSTAR	- MEMBER
MR. A. CARRUTHERS	- MEMBER

DR. RENDALL DEPT. OF LABOUR

MR. T. EBERLEE SECRETARY

DR. J. CRISPO - ACTING SECRETARY







1  
2  
3  
4 ---UPON RESUMING AT TEN-THIRTY A. M.  
5  
6

7 THE CHAIRMAN: We have a quorum.

8 Gentlemen, Mr. Graham is here with us  
9 this morning and he would like to talk to the Committee.  
10 It's the hour of ten-thirty, and I think we will start  
away with you, sir.

11 MR. GRAHAM: Well, Mr. Chairman,  
12 gentlemen, it is a pleasure to come here and speak to  
13 you this morning on this very important subject.  
14 I hope that what I have to say will be helpful to you  
15 in considering the matter which is at hand.

16 Now, Mr. Chairman, when Mr. Eberle spoke  
17 to me at the beginning he said I was just to talk ex-  
18 temporaneously, right off the cuff, and then he called  
19 me later and said: "Well, maybe you better prepare  
20 something." So I did prepare something here, and  
21 would you prefer that I read it and then you can ask me  
questions, or what procedure do you follow?

22 THE CHAIRMAN: Yes, I think you  
23 could go ahead and read it now. Now, we might  
24 interrupt as we go through and let you continue.

25 MR. GRAHAM: Well, I start off with:

26 May I at the outset thank you Mr.  
27 Chairman for providing me the opportunity to appear  
28 before your Committee and present my thoughts on this  
29 important subject of Man Power Training - specifically  
30 as a means of rehabilitation for the men and women  
who are incarcerated in the reformatories and industrial





1  
2  
3  
4 farms which are under the jurisdiction of the Minister  
5 of the Department of Reform Institutions.

6 In considering a Man Power Training  
7 Program in our institutions, one can only consider it  
8 in the broadest sense as an Educational Program. The  
9 educational program which we have developed in some  
10 institutions has three divisions, namely Academic,  
11 Vocational and Social. It is understood that your  
12 Committee is primarily interested in the Vocational  
13 aspects of the program, therefore I will confine my  
14 remarks to this phase of the subject and provide you  
15 with information specifically on the trade training  
16 program as it presently exists in the institutions,  
17 and at the same time acquaint you with some of the  
18 problems which confront us in rehabilitating those  
19 inmates who have received instruction in the trades.

20 First of all the philosophy governing  
21 such a program in a penal institution must be influenced  
22 largely by conditions as they actually exist in the  
23 occupational world in which the released inmate must  
24 eventually find employment. In carrying out this  
25 philosophy in a rapidly changing world we must con-  
26 tinually adopt new ideas, which means that instructors  
27 must be alert to these new ideas in order to impart  
28 up-to-date knowledge on the skills of the trade. This  
29 also means that any trade training shops must be  
30 equipped with the most modern and up-to-date equipment  
in order that the inmate upon release can cope with  
conditions where he may be placed in employment.

Inmates are selected for trade training





1  
2  
3  
4 on the basis of motivation and mechanical aptitude.  
5 That is an important point for you to remember. They  
6 are selected on the basis of motivation and mechanical  
7 attitude. You can understand, gentlemen, that there  
8 is no point in putting a person in a trade if he  
9 doesn't want to learn it in the first place; and,  
10 secondly, he may want to learn it as a carpenter, but  
11 if he hasn't any ability it is a waste of time. You  
12 know a man may be a good wood butcher, so if that is  
the case, why waste time training him as a carpenter.

13 MR. MORNINGSTAR: Misfits.

14 MR. GRAHAM: I think some of you have seen  
15 this at our institutions, and you know all of us,  
16 each one of us, have our own strong points. Some  
17 people can play a piano and some people can't sing a  
18 tune. So if an inmate does not possess these  
19 attributes it is a waste of time and material to provide  
20 him with training in a trade. There was some trade  
21 training in the Ontario Reformatory, Guelph, prior to  
22 1946 but in that year, when the Department of Reform  
23 Institutions was established as a separate department  
24 of government, trade training was instituted on a larger  
basis with the opening of the Ontario Training Centre,  
Brampton.

25 Probably some of you gentlemen know  
26 that jails and reformatories, prior to 1946, came under  
27 the Provincial Secretary, and on April 1st, 1946, when  
28 the Honourable George Dunbar was the Provincial Sec-  
29 retary, the problem of the institutions was becoming  
30 greater, requiring more administrative duties, and so







the Government at that time set up a separate Department of Reform Institutions and Mr. Dunbar was the first Minister. At that time I wasn't in the main office, I was at a jail in the Province, Governor of a jail, but with the establishment of the Department at that time they laid down - I am off the cuff now - they laid down a certain programme to follow in the setting up of the Department, a programme of aims and objectives. There were several objectives in this Ontario plan, as they actually called it, and some of those aims and objectives - at that time Mr. C. F. Neelands was the Deputy Minister, who I consider the greatest penologist in Canada. He is retired, but he was a person to be looked up to as far as penology was concerned and he knew what he was talking about, it was all he had ever done, it was his profession in life. He laid down a programme of treatment of the offender, and one of the basic principles was a classification of inmates which I contend today is the secret of handling maladjusted people. If you can get them into their right slots, different types of people, different personalities, and you can take the group in this slot and say you are all homosexuals or you are all sex perverts, and there are many different types of sex perverts, and you have a group on this side who are just behaviour problems, who raise merry old hell, if you will pardon the expression, and you have to treat that group differently.

That is a must; once you mix homosexuals up with another group you are going to have more homosexuals. It is a disease.





MR. WHITE: It is a contagious disease.

MR. GRAHAM: Yes, and you have got to keep these people separate.

Now, that was one of the points of Mr. Neelands' plan, to classify inmates. And we have, I think, gone even further than he ever planned it in the last number of years.

The next thing was to establish a system of education in the institutions. Now, prior to 1946 they did have some academic and vocational instruction in Guelph. At that time you had Guelph Reformatory, you had Burwash and you had Brampton, and that is all you had. So the system of classification needed revision. One was education and start up a system of academic and vocational training as one of the ideas to help rehabilitate these men.

So that was the beginning of it, and since that time we have gone ahead on that basis, following up Mr. Neelands' plan.

Now, today there are fourteen trades taught in all our institutions; not fourteen in any one institution but fourteen in all institutions. The trades being taught today are Machine Shop Practice - we have that in Brampton, Guelph - Welding, Motor Mechanics, Sheet Metal Work, Brick and Block Laying, Radio and Television, Electricity, Carpentry, Construction, that is rough work to be done, Painting and Decorating, Plumbing, Upholstering, Tailoring, and Hairdressing.

Now, the period of time that an inmate



Mr. [Name] It is a [Name]

Director

Mr. [Name] Yes, and you have [Name]

Now, that was one of the [Name]

The [Name] plan, to [Name] [Name]

I think, gone even further than the [Name] [Name] [Name] the last number of [Name]

The next [Name] [Name]

system of education [Name] [Name]

to 1945 they did have [Name] [Name]

institution in [Name] [Name]

relationship, you had [Name] [Name]

and that is [Name] [Name]

fiction needed revision [Name]

start up a system of [Name] [Name]

as one of the [Name] [Name]

so that was the [Name] [Name]

since that time we have gone [Name]

following [Name] [Name]

they [Name] [Name]

taught in all our [Name] [Name]

institution but [Name] [Name]

needed being [Name] [Name]

we have that in [Name] [Name]

Sheet Metal Work, [Name] [Name]

revision, [Name] [Name]

is rough work to be done, [Name]



spends in trade training naturally is dependent on the length of his sentence and also when he was registered for the trade. This period of time will vary from four months to two years.

The institutions where trade training is established as part of the overall program are as follows:

Ontario Training Centre, Brampton,  
Ontario Women's Guidance Centre, Brampton,  
Ontario Reformatory, Guelph,  
Ontario Training Centre, Burtch,  
Andrew Mercer Reformatory for Women, Toronto,  
Industrial Farm, Burwash.

According to our statistics there has been a steady increase in the number of inmates who have participated in the trade training program in our institutions over the last ten years. In 1952 there were 593 inmates who were registered in the trade training program, and in 1959 this number had increased to 1565, and it is gradually going up.

It should be pointed out that any inmate who does not have sufficient academic education to qualify for a specific trade is provided with the opportunity to continue his academic training at the same time as he is registered for trade training. At the Ontario Training Centre, Brampton, and the Ontario Training Centre, Burtch, the inmate spends half of each day in academic school until such time as he has attained the prerequisite grade for his particular trade.







1  
2  
3  
4                   You get inmates - not very many are  
5 illiterate - you get the odd one who cannot read or  
6 write. I had a boy who couldn't read or write, and  
7 when he left the institution, he was up to, I would  
8 say, Grade VII and he was pretty good at sheetmetal  
9 work. But if a boy hasn't got trade training he can  
10 go to an academic school, if he is just getting sufficient  
11 to be able to handle himself in the trade. We cor-  
12 relate the academic with the vocational and we teach  
13 him just the essentials.

14                   In other words, we are not going to  
15 start teaching him Latin and French if he is going to  
16 be a machinist; we spend the majority of that time  
17 teaching him mathematics, he has got to know geometry,  
18 and so on, and so we correlate the trade training with  
19 the academic, depending on how far the boy has gone.

20                   For example, at Brampton, the way we  
21 work it at that institution - it varies from institution  
22 to institution - but at Brampton and Burtch the boy  
23 must go to half a day at academic school and half a  
24 day in shop.

25                   Now, you say how do we operate. Well,  
26 it is very simple. You divide your inmates into two  
27 types, A class and B class. A class go to school  
28 in the morning while B class are in shop and in the  
29 afternoon they just switch, and so they are both  
30 working right through; and if a boy gets to the stage  
where he is up around Grade XII and perhaps taking some  
of Grade XIII subjects, depending on his aptitude,  
maybe that is a strong point, maybe he would stay right



You get in there not very much and

disturbance - you get the old one that comes out of

white, I had a boy who came in and he was very

when he left the institution, he was up and a week

say, Grade VII and he was very good at school

white. But if a boy is not a very good student, he can

go to an academic school, he is just going to get a

to be able to handle the situation of the school

relate the situation with the situation and the school

has just the situation

on other side, we have the situation

state teaching has been in the situation of the school

to a minimum, we have a situation of the school

reaching his objectives, we have the situation of the school

and so on, and we have the situation of the school

the situation, depending on the situation of the school

not exactly, we have the situation of the school

work it at that situation, we have the situation of the school

to institution, we have the situation of the school

must go to the situation of the school

very situation

not, you have the situation of the school

it is very simple, we have the situation of the school

types, A class, and a class, we have the situation of the school

in the morning while a class, we have the situation of the school

the school, just what we have the situation of the school

working right through, we have the situation of the school

where he is up and Grade VII and, we have the situation of the school

of Grade VIII subjects, depending on the situation of the school

maybe that is a strong point, maybe he would have the situation



1  
2  
3  
4 in academic. At Guelph, some of the boys there spend  
5 a whole day in the trade, but if you want to increase  
6 their academic standing, we have both day and night  
7 classes going all day and night at Guelph, we have three  
8 full-time teachers there during the day and we have  
9 teachers coming in at night to do night work, and so  
10 they are both operating at Guelph and they have a com-  
11 bination. So the facilities are there if they want  
12 to take part in them.

13 Our statistics show that amongst  
14 trained men, steadily employed in their trade, the  
15 incidence of crime is comparatively low. They also show  
16 that men who have received trade training in our in-  
17 stitutions and have found employment in this trade are  
18 much less likely to return to a life of crime. We  
19 therefore place great stress on the value of our  
20 vocational training shops as part of our rehabilitation  
21 program.

22 Now, don't get me wrong; this is not  
23 the full answer. A man may be a good carpenter and  
24 still steal or get into trouble with the law, but we  
25 have found it is a great help as one of the factors  
26 in rehabilitating a man.

27 With this in mind we are particularly  
28 distressed when young men who have worked well in their  
29 training and are good prospects to become steady trades-  
30 men, of value to the community, are unable to benefit  
31 from the training due perhaps to their particular cir-  
32 cumstances not conforming to present regulations, or  
33 to the absence of concrete proof of the standards





1  
2  
3  
4 they have attained.

5 We ourselves have noted points on  
6 which our program could immediately be strengthened,  
7 such as an earlier more forceful stress on achievement  
8 of the necessary academic grades. We shall ensure that  
9 full details of present training programs are made well  
known to suitable entrants.

10 We also see where our program could be  
11 strengthened if certain regulations were revised to  
12 include a greater number of trades, and at the same time  
13 setting minimum standards towards which each training  
14 course could work.

15 Within the academic school we find that  
16 the granting of Grade Certificates is of great value to  
17 teachers and students alike in the setting of goals  
towards which they may work.

18 Each year we try to get the Public  
19 School Inspector in certain areas to come out and present  
20 Certificates to boys who have completed a successful  
21 year of academic work. This is a great incentive.  
22 You take a lad who played truant most of his life and  
23 he probably never got further than the fifth or sixth  
24 grade, and then he completes Grade IX or X, he studies,  
25 and finally an Inspector comes out and presents him with  
26 a Public School Certificate, and that boy is so pleased  
27 when he gets it; it is like a boy with an all-day sucker,  
28 it is a great shot in the arm to them and it is a great  
help to them.

29 So we would expect that similar  
30 credits of standing within a trade would be of encourage-







ment to instructors and trainees.

Enlightened opinion no longer suggests that a man must waste away in prison, rather does it demand that his time should be constructively spent. It would seem therefore that such time spent on trade training even though it is spent behind bars could well be acknowledged and credited towards his full training program.

As indicated previously, many of the younger men coming into conflict with the law do not have skilled training, due perhaps to unsettled adolescence. Consequently many who are very good prospects and settle down to do good work are unable to take advantage of this because they have passed the age limit by the time they leave us. Although we make every effort by means of parole services to overcome this by an earlier release, there is a legal limit which we may not exceed, and often perhaps even by months we are unable to fit men into a most suitable program.

We would therefore respectfully suggest that the limiting factor of age be given due consideration.

We would respectfully submit that if the present regulations could be adapted so that definite accredited progression could be achieved in a variety of trades to an extended age group then it would be of great value to society as a whole, not only in the increasing of the skilled labour force, but also in helping men, often suffering from a lack of motivation, to gain the stability to avoid crime.

Now, that is my brief, gentlemen. I





1  
2  
3  
4 brought along with me - you may be interested, and some  
5 of these may appear a little personal - I have brought  
6 along quite a few letters from lads who have gone  
7 through and re-established themselves. - I know I  
8 wouldn't want to bore you with them, but I have  
9 brought along three, and I can tell you some personal  
experiences.

10                   A year ago, Mr. Chapple, up in your  
11 area, I was up there and I was invited to a dinner that  
12 the John Howard -Elizabeth Fry Society were putting on,  
13 and I attended the dinner, and, strange to say, a  
14 phone call came to me at dinner and I went to the phone  
15 in the same room where the dinner was and a voice said:  
16 "Hello," and I said: "Hello." - He said: "I am so and  
17 so" - I won't give any names. - He said: "Do you  
18 remember me?" and I said: "Well, I can't get a picture  
19 of you in front of me, but I remember your name." He  
20 said: "Well, I saw in the paper that you were in the  
21 Lakehead and I wanted to call you up and tell you what  
22 I am doing." - He said: "Since I left Brampton ten years  
23 ago I have been welding ever since and I have got a  
24 permanent home and a wife and three children." He said:  
25 "How is that for getting along in life?" I said: "That's  
26 very good." He said: "How long will you be in the  
27 Lakehead?" and I said: "I have to go in the morning."  
28 He said: "That's too bad. The next time you come will  
29 you come and have dinner with my wife and children?"

30                   Now, that is a little personal, but  
it makes you feel kind of good when you get a phone  
call like that. That is due to trade training, and





1  
2  
3  
4 the fellow had the stuff in him and he never caused  
5 any trouble.

6 Here is a letter, for example. First  
7 of all, this lad went through Brampton some years ago  
8 and he wrote back to me personally, thinking I was still  
9 at Brampton, and it was forwarded on to me and I wrote  
10 him. He comes from Ottawa, by the way, my own neck  
11 of the woods, and this is what he says: (Reads). Now,  
12 there are a couple of others here. Here is one from  
13 the Psychologist at Guelph. He wrote it to Mr.  
14 Potts, our Chief Psychologist. This was written in  
15 1956. (Reads). There are a couple of others here.  
16 That just shows the position.

17 We don't pretend a hundred per cent.  
18 I tried to get some statistics yesterday from our files.  
19 You can understand it is difficult sometimes to follow  
20 a fellow after his discharge; he doesn't want to  
21 remember us any more, he wants to forget the past and  
22 start off new, and he is hard to find. But I think  
23 it was 1957 we made a survey and we took the files and  
24 we wrote letters to all these lads who had gone through,  
25 we sent a little card and asked them to send it back,  
26 and from what we got we figured there was fifty-one per  
27 cent. Now, it looked a little high to me, those who  
28 had taken a trade in the institution and followed it  
29 up on release. I maintain that if we get forty per  
30 cent we are still doing a good job. I would like to  
see it higher. If we could keep in touch with these  
boys it would be a help to us.

I think that is all, Mr. Chairman. If







1  
2  
3  
4 there are any questions you would like to ask.

5 MR. MORNINGSTAR: Yes, Mr. Chairman.  
6 You mentioned something about age in that brief.

7 MR. GRAHAM: Mind you, I tried to  
8 find it yesterday, I looked in the Statutes, and whether  
9 somebody told me this, but is the age twenty-one before  
10 you can enter a trade?

11 MR. CARRUTHERS: Yes.

12 MR. GRAHAM: Well, I can't find it.  
13 My argument is that I think there is many a fellow who  
14 is twenty-three or twenty-four and has an aptitude at  
15 a trade but he has wasted time at school.

16 MR. MORNINGSTAR: Maybe he wants to  
17 earn money or something.

18 MR. GRAHAM: Yes, there was big money,  
19 and then an economic depression came along and he was  
20 thrown out of a job. We have men at Brampton of twenty-  
21 three and twenty-five, we take them up to twenty-five.  
22 I would like to see the age raised to give these fellows  
23 a chance.

24 MR. BOYER: If a man is given a  
25 course in an institution, is there any way in which  
26 the Department of Labour gives him credit or a certificate?

27 MR. GRAHAM: I forget the man's name  
28 there; he is retired. It was around 1947, 1948, 1949.  
29 But he was very conscious of our problem, and I came  
30 down a couple of times to see him. But he was a bit  
stymied. As you know, we have Statutes, and we have  
got to go by them.

We get the instructor to certify that





1  
2  
3  
4 the boy has spent so many hours under instruction  
5 in the trade. Now, that is given to him, and signed  
6 by both the instructor and the superintendent, but we  
7 don't get credit for it unless - well, I read you the  
8 one about this boy from Ottawa.

9 MR. BOYER: Is that the one who has  
10 a motor mechanic's certificate?

11 MR. GRAHAM: Yes. He wrote to me,  
12 and I got that through myself, because I went really to  
13 bat for him. I had to certify that he spent so much  
14 time, and we got him through it and that is why he  
15 wrote back and sent me the old certificate.

16 MR. BOYER: One thing I was wonder-  
17 ing about: Wouldn't it have been better if the  
18 certificate came from another department of the government?

19 MR. GRAHAM: It sure would.

20 THE CHAIRMAN: I think when they came  
21 out of the reformatories or prison, the Department of  
22 Labour had given them a standing, third or fourth year,  
23 and they ask us to try them with them. We have found  
24 they are up to that standard. In fact, I think they  
25 drop them back a little bit at the start.

26 MR. GRAHAM: This is what we want.  
27 It is difficult to get that.

28 THE CHAIRMAN: In Kingston that has  
29 worked out very well. In Kingston we have quite a  
30 big house, as you know.

MR. GRAHAM: Well, that depends on the  
individual who is operating an industry. He may be  
very sympathetic towards you. We know the ones who





1  
2  
3  
4 are sympathetic and the ones who are not sympathetic.

5 MR. BOYER: That is why I was asking  
6 if it would not be better for the Department of Labour  
7 to give that certificate.

8 MR. GRAHAM: We run into a little  
9 problem here. We have some trade unions who object  
10 to this, who object to a man getting instruction in a  
11 trade in a correctional institution, strange as it may  
12 seem. It is one of the problems.

13 DR. CRISPO: In most cases, it is  
14 up to the local accrediting committee. It also depends  
15 on how many surplus members they have in the local area.

16 MR. GRAHAM: You were to Brampton,  
17 both Mr. Gisborn and Mr. Thompson. Now, you saw the  
18 type of instruction that was going on there and you saw  
19 how the boys worked and how they were interested. I  
20 think it is too bad that they don't get credit for this,  
21 because the majority of them have put their heart and  
22 soul into it.

23 MR. GISBORN: I would ask Mr. Graham  
24 what he would offer this Committee in consideration of  
25 what would broaden the programme in the institutions.  
26 First of all, he may tell us whether the programme is  
27 broad enough, if there are facilities available to  
28 broaden it, or if they would need further facilities to  
29 broaden the programme.

30 MR. GRAHAM: As I have mentioned in  
the brief, we are always trying to keep up to date and  
we are always broadening it, and we intend to continue  
broadening it. In fact, what we have been toying around



are sympathetic and the ones who are not sympathetic.  
MR. ROY: That is why I was not in  
if it would not be better for the Department of Justice

MR. ROY: We have been in a little  
problem here. We have been in a little  
to this, was object to the new general instruction in a  
bureau in a correctional institution, started as it was  
seem. It is one of the problems.  
MR. ROY: In some cases, it is

up to the local governing committee. It is also  
on how many supplies we have in the local area.  
MR. ROY: You want to know how  
both Mr. Gibson and Mr. Johnson. Now, you see the  
type of instruction that was going on there and I see  
how the boys worked and how they were interested.  
I think it is too bad that they don't get credit for it,  
because the majority of them have but their hearts and  
local into it.

MR. ROY: I would not like to know  
what he would like that Committee is considering on it.  
what would be the program in the institution.  
First of all, he may tell us whether the program is  
based enough, if there are facilities available to  
breakdown it, or if they have need for the facilities to

MR. ROY: As I have mentioned in  
the brief, we are always trying to keep up to date and  
we are always providing it, and we intend to continue



1  
2  
3  
4 with this last year, but we have a bit of a problem getting  
5 it underway, is a kind of a course for a boy whose  
6 intelligence may not be high enough to go into motor  
7 mechanics, for example, but he could be a service station  
8 attendant. There is lots of employment for good  
9 service station attendants, greasing and this kind of  
10 work.

11 Now, we have been toying around with  
12 establishing this sort of a course, but our problem is  
13 having enough practical work to teach them properly.  
14 There is no shortage of motors, but when you try to  
15 operate a service station attendant course you need live  
16 work coming in or it would be dull for him. This is  
17 one way we would like one course. We have thought  
18 also another course we would like to attempt, but here  
19 again is the same problem, is repairing farm machinery.  
20 We run into a problem there; and there are quite a few  
21 courses we would like to broaden out in. Here again  
22 I think the courses we should think of, too, are the  
23 semi-skilled type of thing, because you will get a lot  
24 who are average I.Q., but you will get a cross-section  
25 who are a little below normal and they would not be able  
26 to be motor mechanics and machinists. We get a lot of  
27 boys wanting to learn welding; they like to bang and  
28 they like to dress up with goggles, and so on, they are  
29 just human beings, and kids like that.

30 But there again, they can learn welding  
31 and they can get into a good paying job quicker and  
32 make more money than motor mechanics; that is another  
33 attraction. So you have got to have a cross-section





1  
2  
3  
4 of trades.

5 Does that answer your question?

6 MR. GISBORN: Yes. Except that we  
7 at first came to the conclusion that they have not the  
8 academic ability to go into a trade, and this is one  
9 of the problems to be looked after. This is what  
10 I wanted from you, an idea of what this Committee may  
11 consider in broadening the programme and what type of  
12 facilities might be needed to broaden it.

13 MR. BOYER: There is upholstery  
14 repair, restaurant waiters and waitresses, and park  
15 maintenance attendants.

16 MR. GRAHAM: Those are good things.  
17 There are never any more than four or five lads in  
18 upholstery, because upholstery is a job that you have  
19 to give very close attention to. We pick up some old  
20 chesterfields and we rebuild it. The framework is  
21 there, but they will respring it and build it up and  
22 then we use it to supply our institutions, we will ship  
23 it out and sell it to an institution. This is the  
24 only way you can operate a trade like that, because  
25 you cannot go down the street to the Jones family and  
26 do it there. We have to confine our training within  
27 the Government Department.

28 THE CHAIRMAN: We have enough up-  
29 holstery work in Government buildings. If they were  
30 looked after there - in this building alone I suppose  
there is upholstery goes out here everyday.

MR. GRAHAM: This is our problem.  
Now, a few years ago, in teaching welding - I guess about

of changes

Does that answer your question?

MR. CROSBY: Yes, I accept that.

at least some of the conclusion that they have not the  
academic ability to go into these, and this is one  
of the problems to be looked after. This is what  
I wanted from you, an idea of what this Committee may  
consider in broadening the programme and what type of  
facilities might be needed to broaden it.

MR. CROSBY: There is no doubt but

that, restaurant workers and waitresses, and people

MR. CROSBY: Those are the things.

there are fewer men than women or live more on  
unemployment, because unemployment is a job that you have  
to give very close attention to. We pick up some old  
characteristics and we should fix them. The programme is  
there, but there will be a change in the building of the  
then we use it to supply our institutions, we will find  
it out and send it to the institution. There is the  
only way you can operate a credit line that, because  
you cannot go down the street to the bank, family and  
be in there. We have to confine our training within  
the Government Department.

MR. CROSBY: We have enough up-

holistic work in Government buildings. If they were  
looked after there is no building close I suppose  
there is unemployment goes out here everywhere.  
MR. CROSBY: This is our problem.

now, a few years ago, in teaching welding - I guess about





1  
2  
3  
4 six years ago we started at it - we were running short  
5 of good jobs for the welders, and what they were doing  
6 was taking steel and running beads up and down the  
7 steel. So we made a deal with the Department of  
8 Lands and Forests. It was a grill with four legs so  
9 they could stake it into the ground. That was some-  
10 thing that the inmate saw that he accomplished in making  
11 a grill. We must have made 15,000, 20,000 of those  
12 things over the years. This is the kind of thing that  
13 boys like doing.

14 For example, one year they wanted some  
15 chairs, these stacking chairs. You have got to have  
16 chairs in an institution. So we got our heads together,  
17 we got the welder and the machinist, and I said: "Let's  
18 make a little change in this thing so we can't be  
19 accused of stealing a patent." So they made up a jig,  
20 a pattern, and we bought the material, and I think we  
21 made about 3,000 chairs. This was a good project  
22 for a couple of our institutions. We put them in  
23 groups of three, stacking groups of three. This is  
24 the kind of thing we like, but we do run out of jobs.

25 At Brampton, for the motor mechanics -  
26 I was the first superintendent at Brampton - when we  
27 opened up there I was concerned about where we would  
28 get some live cars to work on. People in Brampton  
29 wanted to bring their cars down, and I said: "Nothing  
30 doing; we don't want to get into that business." So I  
said: "Supposing we work on our own vehicles." But  
that wasn't going to be quite enough, so we got permission  
from Mr. Neelands that any staff member who wanted his





six years ago we started at it - we were running short of good jobs for the welders, and what they were doing was taking steel and running heads up and down the steel. So we made a deal with the Department of Lands and Forests. It was a grill with four legs so they could stake it into the ground. That was some thing that the insects saw that no other animal in making a grill. We must have made 17,000, 18,000 of those things over the years. This is the kind of thing that goes like doing.

For example, one year they wanted some chairs, those something chairs. You had got to have chairs in an institution. So we got our heads together, we got the welder and the machinist, and I said, "Let's make a little change in this thing so we can't be accused of stealing a percent." So they made up a jig, a pattern, and we bought the material, and I think we made about 2,000 chairs. This was a good project. We got some of our institutions. We got three, stacking groups of three. This is the kind of thing we like, but we do run out of jobs. At that time, for the most noticeable.

I was the first superintendent at that time. When we needed more there I was concerned about what we would get some live cars to work on. People in the institution wanted to bring their cars down, and I said, "Nothing doing! We don't want to get into that business." So I said, "Supposing we work on our vehicles." But at what's going to be done enough, so we got permission from the Lands that any staff member who wanted his



1  
2  
3  
4 car repaired, he had to go and buy the parts, he had  
5 to sign a waiver that we wouldn't be responsible. He  
6 signs a waiver that he is under no risk to the Govern-  
7 ment, in case some guy throws a pound of sugar in his  
8 gas tank. So the motor mechanics instructor, he makes  
9 out a list of the parts required and he gives that list  
10 to the staff member and the staff member goes down to  
11 town and buys the parts and the work is done, and that is  
12 the way the boys get practice on live machinery.

13 DR. CRISPO: You really run into  
14 difficulty in giving them service station attendant  
15 instruction.

16 MR. GRAHAM: Yes. We have juvenile  
17 and adult institutions. The juveniles are under  
18 sixteen years of age, or they can be admitted by the  
19 Administer. A child can be put in training school  
20 by the Minister. Now, the point is that some person  
21 in the community may report this child for being a  
22 delinquent and the Children's Aid Society writes into  
23 the Minister and says this child is delinquent. There  
24 are not many admitted, but there are a few. We have  
25 some juveniles up to sixteen years of age.

26 I don't want to make a statement here,  
27 because I have no grounds for it, but the general pop-  
28 ulation of the Province has been increasing, and as your  
29 population increases than your delinquency increasing  
30 proportionately. I am not saying there is any more  
delinquency than there was fifteen or twenty years ago,  
but it is increasing in ratio to the population.

THE CHAIRMAN: Don't you think it is



car repaired, he had to go and buy the parts, in fact  
to sign a waiver that he wouldn't be responsible. He  
signs a waiver that he is under no obligation to the Govern-  
ment, in case you throw a pencil or a paper in his  
gas tank. So the motor mechanics, in fact, he makes  
out a list of the parts required and he gives that list  
to the steel member and the steel member goes down to  
town and buys the parts and the work is done, and that is  
the way the boys get practice on live machinery.  
C. L. L. You really can save  
difficultly in giving out a list of parts required.

Mr. L. L. L. You have just  
and what institutions. The juvenile courts  
sixteen years of age, or they can be committed by the  
Minister. A child can be put in a training school  
by the Minister. Now, the point is that some persons  
in the community may report this child for being a  
delinquent and the Children's Aid Society writes into  
the Minister and says that child is delinquent. There  
are not many admitted, but there are a few. So that  
some juveniles up to sixteen years of age.

I don't want to make a statement here,  
because I have no grounds for it, but the general pop-  
ulation of the Province has been increasing, and as you  
population increases then your delinquency increases  
unproportionally. I am not saying there is any more



1  
2  
3  
4 increasing just a little bit?

5 MR. GRAHAM: I wouldn't like to say  
6 that, Mr. Simmonet. I don't like to admit it.

7 With our educational system today, it may be. But we  
8 were getting crowded in our training schools. We are  
9 building a new one at Simcoe.

10 In other words, the boys' schools were  
11 getting crowded. Even with the Simcoe School we are  
12 going to have plenty. And we have found that the  
13 smaller you can keep your training schools the better  
14 job you can do, because if the superintendent knows every  
15 one, knows them by name, they like that.

16 MR. WHITE: What is the optimum  
17 size?

18 MR. GRAHAM: That is a matter of opinion.  
19 My opinion is not over two hundred. I don't like to  
20 see them over two hundred. I was down in the States  
21 a couple of years ago and the old Professor on the course  
22 - I was the only volunteer there for two months - he said  
23 eleven hundred, on this very question. I said: "What  
24 can you do with eleven hundred prisoners?" I said:  
25 "At Joliette you have five thousand there, you have a  
26 whole town there. If you get that number of people  
27 gathered together, maladjusted people, you are going to  
28 have trouble, I don't care what you do."

29 It is just the same as in teaching  
30 school, if you can't call each child in your school by  
name, you are lost, because if you know every child, know  
the type of school he comes from, get to know the parents,  
get to know what is going on in that home, the life in



increasing just a little bit.

MR. GRANT: I wouldn't like to say

that, Mr. Simmons. I don't like to admit it.

With our educational system today, it may be, but we  
were getting crowded in our training schools, we are  
building a new one at present.

In other words, the boys' schools were

getting crowded. Even with the Lincoln School we are

going to have plenty. And we have found that the

smaller you can keep your training schools the better.

For you can do, because it was superintended in the

one, knows them by name, they take care.

MR. HILL: That is the question

MR. GRANT: That is a matter of opinion.

My opinion is not over two hundred. I don't like to

see them over two hundred. I was down in the States

a couple of years ago and the old Professor on the course

- I was the only volunteer there for two months - he said

eleven hundred, on this very question. I said: "What

can you do with eleven hundred prisoners?" I said:

"At Joliet you have five thousand there, you have a

whole town there. If you get that number of people

gathered together, mindless people, you are going to

have trouble, I don't care what you do."

It is just the same as in teaching

school, if you can't call each child in your school by

name, you are lost, because if you know every child, know

the type of school he comes from, get to know the parents,

get to know what is going on in that home, the life in





1  
2  
3  
4 that home, know how the children are treated, then a  
5 teacher can teach a child better than one who doesn't  
6 know anything about the child. If you know the  
7 home conditions around the child and you know what  
8 his intelligence is and how much he can take, then  
9 you can teach him and discipline him to make him a good  
10 citizen; but if you don't know these things you can't  
do it, it is just hit and miss.

11 You can remember two hundred boys'  
12 names in an institution, and if I can meet Bill Jones  
13 and I say: "You look as if you have a chip on your  
14 shoulder this morning. What happened? Did you not  
15 get a letter from home, or did your girl friend not  
16 write you or turn you down, or did somebody steal your  
tobacco this morning?" Well, if Bill says: "Okay,  
17 I will come clean and I will tell you," well, Bill  
18 has confidence in me, I have called him Bill, I have  
19 got to the meat of the matter. But you can't do that  
20 with eight hundred men. I say the optimum is two  
21 hundred.

22 MR. GISBORN: It seems that it is  
23 somewhat of a catch-as-catch-can basis. It doesn't seem  
24 to me that it has developed precisely with a long-term  
25 programme, and I think that this should be given a lot  
26 of consideration, using the facilities, and this is  
one place where we could start.

27 MR. HARRISS: What percentage of  
28 people have we been talking about that have been re-  
29 ceiving some sort of training as opposed to those who  
30 are receiving nothing? Surely there must be quite a





that home, know how the children are treated, then a teacher can teach a child better than one who doesn't know anything about the child. If you know the home conditions around the child and you know what his intelligence is and how much he can take, then you can teach him and discipline him to make him a good citizen; but if you don't know these things you can't do it, it is just hit and miss.

You can remember two married boys, names in an institution, and if I can meet Bill Jones and I say: "You look as if you have a chip on your shoulder this morning. What happened? Did you not get a letter from home, or did your girl friend not write you or turn you down, or did somebody steal your tobacco this morning?" Well, it still says: "None, I will come clean and I will tell you," well, Bill has confidence in me, I have called him Bill, I have got to the root of the matter, and you can't do that with eight hundred men. I say the system is too human.

MR. GLADNEY: It seems that it is somewhat of a catch-as-catch-can affair. It doesn't seem to me that it has developed systematically with a lot of programme, and I think that this should be given a lot of consideration, using the facilities, and this is one place where we could start.

MR. HARRISON: What personnel? Receiving some sort of training as opposed to those who are receiving nothing? Surely there must be quite a



1  
2  
3  
4 large number of people who are fortish, over twenty-five,  
5 who are not interested in doing anything.

6 MR. GRAHAM: I couldn't tell you;  
7 I wouldn't like to hazard a guess on that kind of  
8 question, Mr. Harris.

9 For example, out at Mimico, the majority  
10 of your population at Mimico are alcoholics, and the  
11 population out there today, it is always around, not  
12 including the clinics, in the institution proper, three  
13 hundred and twenty-five. Now, these men vary in  
14 age from twenty-two to seventy-two. First of all,  
15 they have got a short sentence, varying from thirty  
16 days for a breach of the Liquor Control Act up to three  
17 months.

18 MR. HARRISS: But they do have a sort  
19 of timetable up there and they are in a certain place.

20 MR. GRAHAM: No, it is all an in-  
21 dustrial programme there. They are out to work at  
22 eight o'clock in the morning, some at the brick plant.  
23 But you get a great many cripples out there.

24 MR. HARRISS: You don't get persons  
25 just sitting in their cell?

26 MR. GRAHAM: There is no person  
27 sitting who is able to do work, because you can see  
28 them wheeling dirt at Guelph, that is the main dirt  
29 party. They may be disciplinary problems. Some  
30 are working in the cannery, where we are working an  
extra shift a day, canning peaches. A man goes into  
an institution. We have what is known as a Work Board,  
and as soon as a man comes into an institution he is



large number of people who are foolish, over twenty-five,  
who are not interested in doing anything.

MR. GRADY: I couldn't tell you;

I wouldn't like to narrow a guess on that kind of

question, Mr. Harris.

For example, out at Lincoln, the majority

of your population at Lincoln are alcoholics, and the

population out there today, it is always around, not

including the children, in the institution proper, three

hundred and twenty-five. Now, there are very few

age from twenty-five to seventy-five. First of all,

they have got a short sentence, varying from three

days for a breach of the liquor control act up to three

months. But they do have a sort

of timetable up there and they are in a certain place.

Now, for example, if it is all in the

general programme there, they are out to work at

eight o'clock in the morning, come at the black plant.

But you got a great many cripples out there.

MR. HARRIS: You don't get persons

just sitting in their cells.

MR. GRADY: There is no person

sitting who is unable to do work, because you can see

them wheeling about at night, that is the main part

of it. They are by disciplinary problems. Now

are working in the cannery, where we are working an

extra shift a day, cleaning vegetables. A man goes into

an institution. We have what is known as a work order,

and as soon as a man comes into an institution he is



processed, that is registered and all the rest of it. He may arrive this morning and this afternoon appear before the Work Board, it is usually a psychologist, captain and superintendent, and the three of them will take the man's file and study it and they will ask: "What do you want to do? What would you like to work at while you are here?" And they will have to take into consideration his sentence. He may say: "I want to go down to the dairy barn to work." Well, they may say: "Well, it is too much responsibility for you," and they put him on something else; they are placing temptation in his way in the dairy barn, he is too great a risk.

At Guelph we have one hundred and twenty-five Holstein milking cows.

Mr. Chairman, maybe I would be wrong in suggesting this, but may I provide you with an invitation, the Committee, to visit any one of our institutions, any one or as many as you like. I can furnish transportation.

THE CHAIRMAN: Thank you, sir. I think perhaps before we make a report we would like to do that, to see what you are doing.

MR. GRAHAM: If you would go to Guelph and Brampton, that would give you a good picture.

MR. CHAPPLE: There is one question I would like to ask in connection with the type of trades you develop. How are the instructors on these jobs? Are there sufficient men so that you have a reasonably good class set up? In other words,

processed, that is registered and all the rest of it.  
He may arrive this evening and this afternoon appear  
before the "work board", it is usually a psychologist,  
a certain and superintendent, and the three of them will  
take the man's file and study it and they will ask:  
"What do you want to do?" "What would you like to work  
at while you are here?" And they will have to take  
into consideration his sentence. He may say: "I  
want to go down to the daily band to work." Well,  
they may say: "Well, it is too much responsibility for  
you," and they put him on something else; say he  
is picking tomatoes in his way in the daily band, he is  
too great a risk.

At length we have one finished and

Mr. Chairman, maybe I would go now;

in suggesting this, but may I provide you with an  
invitation, the Committee, to visit any one of our  
institutions, any one or as many as you like. I can  
arrange transportation.

THE CHAIRMAN: Thank you, sir. I

think perhaps before we make a report we would like to  
do that, to see what you are doing.

MR. CHAIRMAN: If you would go to Omaha

and Hampton, that would give you a good distance.

MR. CHAIRMAN: There is one question

I would like to ask in connection with the type of  
classes you develop. How are the instructions on  
these jobs? Are there sufficient men so that you  
have a reasonably good class set up? In other words,





the instructor's time.

MR. GRAHAM: I would say that the answer is yes to that. If you went to Brampton today, you would find the welding shop crowded, more boys than we can handle. Motor mechanics is a popular shop. You would find the carpentry pretty well populated, and the only place where there is reluctance is radio and television, because it is pretty rough and they are afraid of the work in there.

From past experience, radio and television is a difficult course, because, you can understand, I wouldn't want to tackle radio and television myself, take it apart, and they have a tough course up there.

We have an excellent instructor at Brampton in the machine shop, we have the best instructor anywhere; he can make anything. You know the type of person we get at Monteith; you can't teach them a trade.

MR. CHAPPLE: I don't think it would be advisable to teach that type of man up there. But I understand, I appreciate the fact that you have got to keep these men working, doing things, and so on.

Also I was interested, of course, in the cost. I was interested also in what is your development now in the making of these licence plates. I know you have done it in the past. Are you still doing it?

MR. GRAHAM: Yes, that is done at Mill Brook now, and that is a most modern licence plate plant, just as modern as anything they have in the States.



the instructor's time.

MR. CHAMBERLAIN: I would say that the

answer is yes to that. If you want to strengthen today,

you would find the weight shop crowded, some days like

we can handle. Motor mechanics is a popular shop.

You would find the carpentry pretty well kept up, and

the only place where there is a balance as there are

television, because it is pretty rough and they are

afraid of the work in there.

From past experience, which has told me

is a little bit easier, because, you can handle and, I

wouldn't want to handle radio and television myself.

Take in apart, and they have a rough course up there.

We have an excellent instructor at

disruption in the machine shop, we have the best instructor

anywhere; he can make anything. You know the type

of person we get at Lincoln; you can't teach them

a trade.

It is advisable to teach that type of man up there. We

I understand, I appreciate the fact that you have got

to keep those men in shop, doing things, and so on.

Also I was interested, of course, in

the cost. I was interested also in what is your

development now in the making of these license plates

I know you have done it in the past. Are you still

doing it?

MR. CHAMBERLAIN: Yes, that is done at Mill

Brook now, and that is a most modern license plate

plant, just as modern as anything they have in the States.



MR. CHAPPLE: Probably the only one in Ontario.

MR. GRAHAM: Yes.

All the material is bought in the States. There is no other plant like it. We manufacture around two and a half million. We have got to keep a tab on it from day to day to see if we will finish on time. One of the problems in the licence plate plant is getting the paint. I never realized that there were so many people who make paint, and they all wanted to get a crack at it.

Our problem this year, because the 1963 plates are going to be a black background and white letters, was that the white wasn't hiding the black as it went through the numeral coder and we got behind in production and so we had to do a double shift, sixteen hours a day. Now, I checked this week and we are running ahead of production figures from last year. We will have all the plates made by mid-November, unless we have a serious breakdown in the plant.

MR. BOYER: When do you start that programme, what month of the year?

MR. GRAHAM: Oh, I like to start about the 1st of January, but we didn't get started this year until March, because we couldn't get this paint.

MR. THOMPSON: I can appreciate the main work involved in getting the licence plate work done, but in view of your emphases on trade skill, there must be a slight conflict in which you have got to do this production and doing other things, maintenance

MR. CHAPPEL: Probably the only one

in Ontario.

MR. GRAHAM: Yes.

All the material is bought in the

There is no other plant like it. We manufacture

around two and a half million. We have got to keep a

tab on it from day to day to see if we will finish on

one of the problems in the licence plate plant

is getting the paint. I never realized that there

were so many people who make paint, and they all wanted

to get a crack at it.

Our problem this year, because the

1965 plates are going to be a black background and white

letters, was that the white wasn't hiding the black as

it went through the numeral color and we got behind

in production and so we had to do a double shift, sixteen

hours a day. Now, I checked this week and we are

running ahead of production figures from last year.

We will have all the plates made by mid-November, unless

we have a serious breakdown in the plant.

MR. BOYER: When do you start that

programme, what month of the year?

MR. GRAHAM: Oh, I like to start

about the 1st of January, but we didn't get started this

year until March, because we couldn't get this paint

MR. THOMPSON: I can appreciate

the main work involved in getting the licence plate

work done, but in view of your emphases on trade skill,

there must be a slight conflict in which you have got

to do this production and being other things, maintenance



1  
2  
3  
4 of farms, which overshadow the necessity of the licence  
5 plates.

6 MR. GRAHAM: I think I can answer  
7 that, Mr. Thompson, in this way. You have in a prison  
8 population, as we have in Ontario, a great variety of  
9 personalities, a great deal of maladjustments, some  
10 of which are very difficult to control. As one man  
11 said to me, one of these professors in the course I  
12 took - I don't agree with him, but he said it - "There  
13 is a certain type of prisoner that there is only one  
14 thing they appreciate, that is fear, force and depriva-  
15 tion. Now, at Guelph we have some, they are always  
16 interfering with it by being recalcitrant, and we ship  
17 them to Mill Brook. I signed two yesterday for transfer.  
18 If they start reforming - I have had enough of this,  
19 I would like to get over here - they come up before a  
20 Committee and the Committee says that this man is all  
21 right, he can go to an open institution, and he is sent  
22 back.

23 So we have enough of these problem  
24 cases. We don't have much of a problem. The odd  
25 time we may run short of enough prisoners to do a  
26 certain job. Right now our prison population is away  
27 down. The odd time you do, but not twelve months of  
28 the year.

29 MR. THOMPSON: I would like to say  
30 that, having been at Brampton, I was certainly impressed  
by the training programme there. But this point that  
was raised previously about the lack of recognition  
by the Department, in talking to people there, there







1  
2  
3  
4 was a little sense of frustration, and I think we should  
5 look into that ourselves to see if there is something  
6 can be done.

7 And also in the case of education, I  
8 understand there is good co-operation there.

9 MR. GRAHAM: We get good co-operation  
10 from the Department of Education, as we do from labour,  
11 but labour is a bit stymied. It was brought out by  
12 some person here that - who was it that said that a  
man must go to prison to learn a trade.

13 MR. WHITE: I think it is understandable.  
14 The leaders in that particular trade wish to keep up  
15 the quality of their standards, and I suppose it is  
16 understandable to exclude this type of man who may pull  
down the reputation of the trade.

17 MR. GISBORN: I simply cannot under-  
18 stand that.

19 MR. WHITE: It is the craft trade  
20 who take that attitude.

21 DR. CRISPO: Of course, it is a little  
22 inconsistent. If you go down to the carpenters' local  
23 here, you can pick up one of your wood butchers, and  
24 half of the time you will get a wood butcher and not a  
carpenter. If you phone he will say: "What do you  
25 want: a rough man, a door man, a frame man?" But they  
26 are not all carpenters.

27 MR. WHITE: I would feel perhaps your  
28 Board could teach fellows with emotional problems, and  
29 yet I understand the salary inducement ---

30 MR. GRAHAM: In Ryerson they have a



was a little sense of frustration, and I think we should look into that ourselves to see if there is something can be done.

And also in the case of education, I

understand there is good co-operation there.

MR. GRAHAM: We get good co-operation

from the Department of Education, as we do from labor,

but labor is a bit skeptical. It was brought out by

some person here that who was it that said that a

man must go to prison to learn a trade.

MR. WHITE: I think it is understandable.

The leaders in that particular trade wish to keep up

the quality of their standards, and I suppose it is

understandable to exclude this type of man who may pull

down the reputation of the trade.

MR. CRISP: I simply cannot under-

stand that.

MR. WHITE: It is the craft trade.

who take that attitude.

MR. CRISP: Of course, it is a little

inconsistent. If you go down to the carpenters' local

here, you can pick up one of your wood butchers, and

half of the time you will get a wood butcher and not a

carpenter. If you phone he will say: "What do you

want: a rough man, a door man, a frame man?" But they

are not all carpenters.

MR. WHITE: I would feel perhaps your

board could teach fellows with emotional problems, and

yet I understand the salary inducement ---

MR. GRAHAM: In person they have a



1  
2  
3  
4 very high standard. Now, when we opened Brampton you  
5 couldn't demand that type of person, they just were not  
6 available, because that type of person was in short  
7 supply, and our instructors came from the rehab schools,  
8 and some of these men were might fine men. They may  
9 not have a certificate to show. We have one at  
10 Brampton, Mr. Agar, he is one of the finest instructors  
11 in the Province. He hasn't got a certificate to  
12 show that he is a graduate, and he is also a graduate  
13 in social education. I think those men are getting  
14 around \$5,000. a year. They haven't graduated from  
15 Teachers' College or a Technical Institute, but we get  
16 these men to fill in a gap.

17 MR. JOHNSTON: On the other hand,  
18 you won't get teachers' qualifications if you don't  
19 raise the salaries.

20 MR. GRAHAM: Yes. But we have got in-  
21 structors at Brampton, they may not have certificates  
22 to show that they are graduates, but, by golly, they  
23 are a lot better than teachers I know of and I will put  
24 them up against any teacher with a B.A. degree. They  
25 not only teach the technical trade, but they teach life  
26 and social education.

27 MR. THOMPSON: I am just saying because  
28 of that they should get equal pay as a teacher.

29 MR. GRAHAM: Yes, but you have got to  
30 have some standard to base your salary on.

MR. WHITE: I understand from Mr.  
Graham's remarks that they would like to see that maximum  
age barrier eliminated. I am wondering if Mr. Graham

very high standard. Now, when we opened up the  
country's demand that type of person, they just were not  
available, because that type of person was in short  
supply, and our instructors came from the same schools,  
and some of those men were right there. They may  
not have a certificate to show, but we have one in  
the Province. He has a certificate to show that he is a graduate,  
and he is also a graduate in social education. I think there are two or three  
around 25,000 a year. They are not a graduate from  
the teachers' college or a technical institute, but we give  
them one to fill in a gap.

On the other hand,  
you want to get teachers' qualifications if you want.  
raise the salaries  
Mr. G. W. H. Yes. But we have not in-  
structors at present, they may not have certificates  
to show that they are graduates, but, by golly, they  
are a lot better than teachers I know of and I will put  
them up against any teacher with a B.A. degree. They  
not only teach the technical trades, but they teach life  
and social education.

Mr. Thompson: I am just saying because  
of that they should get equal pay as a teacher.  
Mr. G. W. H. Yes, and you have got to  
have some standard to base your salary on.

Mr. Miller: I understand from Mr.  
Graham's remarks that they would like to see that minimum  
age barrier eliminated. I am not saying if Mr. Graham



could provide the Secretary with specific recommendations in this matter of trade training.

THE CHAIRMAN: You would like also to see inmates who have taken the training recognized when they come out?

MR. GRAHAM: Yes. When I wrote this brief up I read it to one of my staff, and he said: "Are you not going to make any recommendations?" I said: "I have been asked to appear before the Committee, and I don't think I should go up and make recommendations. I am going to suggest, not recommend."

If the Committee would like a recommendation, I will do it, but I didn't think it was right to do it.

THE CHAIRMAN: I think we should have your recommendations and where it applies and how it would help.

MR. MORNINGSTAR: I am just wondering, Mr. Chairman, when these boys are discharged from the institution, is there any allowance?

MR. GRAHAM: You mean financial?

MR. MORNINGSTAR: Yes.

MR. GRAHAM: We have a very broad view of this thing. They get two Dollars a month, up to a maximum of \$20.

MR. MORNINGSTAR: From two Dollars to twenty Dollars?

MR. GRAHAM: Yes. That is a gratuity. But that isn't necessarily all they get. If a lad comes in and he needs some equipment, when we turn him

could provide the Secretary with specific recommendations in this matter of trade training.

THE CHAIRMAN: You would like also

to see inmates who have taken the training recognized

when they come out?

MR. GRAM: Yes. When I wrote this

brief up I read it to one of my staff, and he said:

"Are you not going to make any recommendations?"

said: "I have been asked to appear before the Committee,

and I don't think I should go up and make recommendations

I am going to suggest, not recommend."

If the Committee would like a recom-

mendation, I will do it, but I didn't think it was

right to do it.

THE CHAIRMAN: I think we should have

your recommendations and where it applies and how it

would help.

MR. MONTAGNA: I am just wondering,

Mr. Chairman, when these boys are discharged from the

institution, is there any allowance?

MR. GRAM: You mean financial?

MR. GRAM: We have a very broad

view of this thing. They get two dollars a month,

up to a maximum of \$20.

Twenty dollars?

MR. GRAM: Yes. That is a gratuity.

and that isn't necessarily all they get. If a lad

comes in and he needs some equipment, when we turn him





over to the rehab department they have money at their disposal to set him up, to get him going till he gets his first pay cheque. They might interview him five or six times before his 'discharge date', they will go and see where he is going to live. If he needs help, it is readily available to him. But nobody is provided with a stated sum of money, because if we did you know what would happen to it. If a fellow is just going to go out and drink it, he doesn't get it.

MR. BRUNELLE: Is there any training given in Monteith?

MR. GRAHAM: No, no trade training in Monteith. It is purely an industrial farm. It is both a jail and an industrial farm.

The next jail is Haileybury, so we have to use the Monteith farm as both an industrial farm and a jail. That is the only place outside of your lockup.

THE CHAIRMAN: Any questions?  
Thank you, Mr. Graham for coming over this morning. We will get in touch with you, and I think we would like to take a trip to Brampton and Guelph.

MR. GRAHAM: There was one thing, Mr. Brunelle. I was talking to a couple of my senior staff, and I was worrying about Monteith, and one of the problems in Monteith was due to its location, and I had an idea of a little industry I would like to put in here. What would be your impression? Now, this would be a cheap industry to start up, and everything we could make in it would be all within the government departments.



over to the rehab department they have money at their disposal to get him up, to get him going till he gets his first pay cheque. They might interview him five or six times before his discharge date, they will go and see where he is going to live. If he needs help, it is readily available to him. But nobody is provided with a stated sum of money, because if we did not know what would happen to it. If a fellow is just going to go out and drink it, he doesn't get it.

Q. Now, is there any training given in Montreal?  
A. Yes, no trade training in Montreal. It is purely an industrial firm. It is both a job and an industrial firm.  
Q. The next job is Heliport, is it?  
A. Have to use the Montreal firm as both an industrial firm and a job. That is the only place outside of your looking.

Q. Any questions?  
A. Thank you, Mr. Graham for coming over this morning. We will get in touch with you, and I think we would like to take a trip to Brighton and back.  
Q. MR. GRAHAM: There was one thing, Mr. Stannell. I was talking to a couple of my seniors staff, and I was worrying about Montreal, and one of the problems in Montreal was one to its location, and I had an idea of a little industry I would like to put in here. What would be your impression? Now, this would be a cheap industry to start up, and everything we could make



What I thought of was a little handle factory, where you make shovel handles, hoe handles, axe handles, all this kind of thing. Now, we could provide a lot of hand labour there, for that old time of inmate.

MR. BRUNELLE: It is in the midst of a wood area, but I wonder if the handles would be made with hardwood.

MR. GRAHAM: We might have to take in some wood such as ash and hickory, because the type of prisoner up there is the type who knows a handle when he sees them, because they are bush-men.

MR. BRUNELLE: I think it is an excellent suggestion.

MR. GRAHAM: When I mentioned it to a couple of my senior staff, they said: "That's a bright idea. Where did you get that?" I said: "Don't get too enthused until I make further investigation."

THE CHAIRMAN: Now, gentlemen, I think we will carry on and adjourn at one-thirty.

John, if you would like to carry on now.

DR. CRISPO: We have given you some notes on what is going on in Sweden and on what is going on in West Germany in the general field of manpower training. In addition, I thought it might be useful, while the material is still fresh in my mind, for me to go over what I discovered during my visit to the United States. I spent the last week down there talking to a variety of their people in the manpower training field and I thought it might be useful today if we

What I thought of was a little handle factory, where  
you make shovel handles, hoe handles, axe handles,  
all this kind of thing. Now, we could provide a lot  
of hand labour there, for that old time of farmers.  
MR. RUSSELL: It is in the midst  
of a wood area, but I wonder if the handles could be  
made with hardwood.

MR. CHAIRMAN: We might have to look on  
some wood such as ash and hickory, because the type of  
prisoner up there is the type who knows a handle when  
he sees them, because they are bush-men.

MR. RUSSELL: I think it is an

excellent suggestion.

MR. CHAIRMAN: When I mentioned it to  
a couple of my senior staff, they said: "That's a little  
idea. Where did you get that?" I said: "Don't get  
too confused until I make further investigation."

THE CHAIRMAN: Now, gentlemen, I think

we will carry on and adjourn at one-thirty.

John, if you would like to carry on

now,

DR. CRISPO: We have given you some

notes on what is going on in Sweden and on what is going  
on in West Germany in the general field of manpower  
training. In addition, I thought it might be useful,  
while the material is still fresh in my mind, for me  
to go over what I discovered during my visit to the  
United States. I spent the last week down there talking  
to a variety of their people in the manpower training  
field and I thought it might be useful today if we



discussed certain aspects of their training programme.

I think it might be refreshing to hear about the States in this regard for two reasons: They are faced with just about the same problems as ourselves and they are at approximately the same stage in trying to resolve them.

Let me begin by saying that I was only there for a week. While I managed to see a great number of people, I must qualify the following remarks by saying that they are impressions, although I am convinced that they are reasonably accurate. I might add that they kept me very busy during my short visit there and only permitted me to act like a tourist for about two hours. During that break, I did manage to sit in on the Senate's deliberations.

Perhaps I should start off by pointing out that they face roughly the same problems as we do in terms of the distribution of responsibilities between the various levels of government for the conduct of education. Just as in Canada, education is primarily a local matter. This would appear to present even more difficulty there than it does here. This was brought home to me by the interest which was expressed in the provision in our Municipal Act which assures local school boards of all the funds they deem requisite for the carrying out of their responsibilities. In the United States, on the other hand, local school boards are often starved for funds because they frequently have to resort to referendums in order to get approval for bond issues and the like to finance capital expenditures.







Despite the fact that education in the United States is largely a local and state responsibility, there is a sizable staff in Washington which is heavily involved in such matters. Within the labour department, for example, there is the Bureau of Apprenticeship as well as the new Office of Manpower, Automation and Training. The latter is responsible for co-ordinating all of their new programmes in the area of manpower training.

The Federal Department of Health, Education and Welfare also have a large staff to co-ordinate and promote various education programmes in the individual states. Although they have no power to put through any sort of new measures (at best all they can do is advise and counsel) they are becoming increasingly active especially in the field of vocational education. Just as in Canada, vocational education in the United States is still afflicted with the stigma inherited from the past. It is difficult to generalize about the quality of their vocational training because it varies so much from state to state. My impression is that while they are ahead of us in some states, in the majority they are behind us.

MR. WHITE: What states are ahead of us?

DR. CRISPO: Connecticut, North Carolina, California. These would be the chief ones. Even within individual states, however, you often find a wide variance in the qualities of the programmes.

There has been a tremendous upsurge in







1  
2  
3  
4 vocational education and training in the United States  
5 and, while it started before Sputnik, everyone I talked  
6 to felt that it was really the latter which provided  
7 the real impetus. Although they have long had federal  
8 assistance to vocational education, after Sputnik this  
9 assistance was greatly stepped up. It is interesting  
10 to note that most of this money is being channelled into  
11 post-highschool training of technicians for which they  
12 are developing area vocational schools in many parts of  
13 the country. These schools may be state or locally  
14 operated; there is no set pattern. Such funds may also  
15 go to junior or community colleges as well as to the  
16 area vocational schools. Under the National Education  
17 Defense Act, vast sums are also being channelled into  
18 such things as scholarship assistance for technical  
19 students, improved teaching techniques, and the improve-  
20 ment of technical school facilities.

21               Once again it is difficult to generalize  
22 about the quality of the various programmes because  
23 they seem to vary so much from state to state. The  
24 crucial factor would appear to be the quality of the  
25 State Director of Vocational Education; if he is a good  
26 man, they have good facilities and vice versa. One thing  
27 is certain, however, they are pouring more and more  
28 money into all forms of post-highschool training.

29               At the highschool level, at least on the  
30 vocational side, it seems that they are gearing their  
efforts, like ourselves, to the training of particular  
types of tradesmen and specialists: providing as much  
training as possible in the highschools themselves. They





1  
2  
3  
4 don't expect to turn out finished products at the high-  
5 school level but they do intend to bring them along as  
6 far as they can. I did detect some feeling among the  
7 senior officials in Washington that this may be a mis-  
8 taken approach and that it would be wiser to provide  
9 students with a broad vocational background in the hope  
10 that this would make them sufficiently flexible to be  
11 quickly trained and re-trained in the years ahead. This  
12 is in keeping with the view that workers will no longer  
13 be able to specialize for their entire careers in one line  
14 of endeavour but will have to change jobs at least once  
15 or twice during their working lives.

16 With a growing percentage of their high-  
17 school graduates receiving some form of post-highschool  
18 training, such an approach would seem to make a great  
19 deal of sense. In the absence of such facilities, however,  
20 it would probably be a mistake to graduate vocational  
21 students without a solid grounding in a particular  
22 trade.

23 Of more immediate interest to the  
24 Committee, may be two recent bills which have been  
25 enacted by Congress.

26 First there has been passed the Area  
27 Re-development Act. This piece of legislation embodies  
28 a much more comprehensive approach to the problem of  
29 depressed areas than anything so far considered in  
30 Canada. Not only do they provide grants to such areas  
in order to allow them to bring their local utilities  
up to a standard which is likely to attract industry, but  
they also make special concessions to firms to induce





1  
2  
3  
4 them to move into these areas. Of even greater relevance  
5 is the retraining programme which is provided for under  
6 this legislation. Under these programmes, workers may be  
7 re-trained at government expense for periods ranging up  
8 to sixteen weeks. During such training, the worker is  
9 paid an amount equivalent to what he would normally receive  
10 in the form of unemployment benefits. The purpose of  
11 these programmes is to ensure that where workers in  
12 depressed areas do not have the skills necessary for  
13 industries which might be attracted into the area, they  
14 can be equipped with such skills. One of the problems  
15 is that they are not permitted to operate a training  
16 programme under this legislation unless there is a good  
17 chance that everyone who takes such training will thereby  
18 secure employment. Where an area is seriously depressed,  
19 this can be a serious handicap.

20 Take West Virginia by way of illustration. In many parts of that state, there is little  
21 likelihood of attracting any industry. And yet, local  
22 politicians still seem prone to argue "You are not going  
23 to train my people to move out." The logic of this  
24 attitude escapes me. It seems to me that it would be  
25 far better from the point of view of the politician to  
26 have their unemployed constituents retrained for work in  
27 other areas rather than to leave them in a discontented  
28 state in their present position.

29 MR. BOYER: There is no compulsion?

30 DR. CRISPO: No, but they are rejecting  
people. The demand for retraining is so great in these  
localities that they sometimes cannot keep up with it.







1  
2  
3  
4 MR. GISBORN: In your opinion is this  
5 similar to the Great Britain industrial programme?

6 DR. CRISPO: Very much similar except  
7 that the British provide for a longer time in which to  
8 train people. One of the problems the Americans have  
9 under the Area Re-Development Act is that they only have  
10 sixteen weeks in which to train or retain workers. Even  
11 so, they have already retrained a substantial number.  
12 I don't have the figures here but I believe that they  
13 have so far retrained about 10,000 workers under this  
14 programme. It must be remembered that this is a  
15 relatively new programme. The Act itself is only about  
16 two and one-half years old and the administrative set-up  
17 is less than two years.

18 MR. GISBORN: I would think that to  
19 develop it would be a tremendous cost.

20 DR. CRISPO: It is very costly. However,  
21 where possible they try to utilize existing vocational  
22 highschool facilities. The difficulty is that in  
23 depressed areas these facilities are not always in very  
24 good state. In some cases they have, therefore, had  
25 to move in equipment to provide the necessary training.

26 In concluding my discussion of this  
27 particular piece of legislation, I should add that the  
28 initiative for establishing such retraining programmes in  
29 depressed areas lies with the local authorities. I will  
30 have more to say about this in connection with the  
Manpower Development and Training Act.

MR. CARRUTHERS: We haven't any depressed  
areas, as say in West Virginia, have we?





DR. CRISPO: We have in the Maritimes.

Let me go on to another piece of legislation. This is the new Act, a copy of which you received yesterday. You also received a brown-covered brochure which describes the purpose of the Act. It is entitled the Manpower Development & Training Act and is a much more comprehensive Act than the Area Re-development Act in the sense that it provides for the retraining of workers in any community.

If in assessing the local community finds that it has job vacancies side by side with unemployed workers, they may propose a retraining programme to fit the available workers for the existing vacancies. To bring such a programme into operation, they have to seek the approval of a variety of government agencies. I will return to this matter shortly. Provided the programme is approved by all concerned, the entire costs of retraining will be borne by the Federal Government. Workers may be retrained for as long as 52 weeks during which they are eligible for benefits equivalent to what they otherwise would receive under the unemployment insurance system.

They look to this Act to fill in the major part of the gap which now remains in their overall education and training system.

The one remaining gap pertains to the retraining of youths who have dropped out of school. The MDTA Act is not intended for this purpose except in a very marginal way. President Kennedy has therefore proposed that a Youth Employment Bill be enacted to take





care of this problem. What this would amount to in essence is a reincarnation of the Civilian Conservation Corps of the 1930's.

I should stress that the essential purpose of the MDTA Act is to retrain adult workers who have been laid off as a result of technological changes. They seem to be very much concerned about the displacement effect of automation. They appear to view it as their #1 challenge in the labour market of the future. Although a similar problem no doubt exists in Canada, it is probably not as significant as it is in the United States. This is because of the relatively smaller size of our domestic markets. This serves to act as a restraint upon the extent to which production in Canada can be automated. Because of this, more semi-skilled jobs are likely to remain in our industries, relatively speaking, than will be the case in the United States.

Well, that provides you with an overall view of their programme. I would like to conclude by giving you a few comments with regard to the way in which the major issues which confront this Committee are being handled in the United States. Then in the remaining time we might also take a look at the other issues which were set forth in our first memorandum, to see what guidance we might get from American experience in these areas as well.

MR. WHITE: Mr. Chairman, I am very sorry, I have made an appointment for lunch with two men, not realizing we were going to go through and I will have to excuse myself.







DR. CRISPO: There are just a few of the issues which I focused on.

First as to the question of the distribution of responsibility for education and training between the Labour Department and the Department of Health, Education and Welfare. Under the new legislation, the labour Department has a greater part to play than the Department of Health, Education and Welfare. I must stress again, however, that the new programmes involved a complex web of various government departments and agencies. Involved are the Federal Department of Labour, the Federal Department of Health, Education & Welfare, the State Departments of Education, the State Employment Services and the local school-boards. As I said before, the initiative for establishing a retraining programme lies at the local level. One of the first steps is to have the local Employment Security Office conduct a local labour market survey. If this survey bears out the merits of a particular retraining proposal, it is then forwarded to the State Department of Education and to the appropriate agencies in Washington.

Once a programme has been approved in principle, the local employment service people select the candidates for retraining and determine the basic nature of the course to be offered. From there on until the students complete their training, the responsibility lies with the local education people.

This is the way in which they have divided their responsibility. Labour determines what kind of training is required and who is to take it, while





1  
2  
3  
4 education provides the actual training.

5 THE CHAIRMAN: If you had a depressed  
6 area then labour would take over?

7 DR. CRISPO: Initially, yes. It seems  
8 to me - this subject is laden with value judgments -  
9 that the distribution of responsibilities which they have  
10 adopted makes a great deal of sense, except perhaps in  
11 the area of selecting trainees. The people who have to  
12 educate these workers, it would seem to me, should have a  
13 voice in selecting them. Overall, however, things seem  
14 to be working out very well. I talked to the health,  
15 education and welfare people as well as to the labour  
16 people and I got the impression that they are working  
very closely and effectively together in these areas.

17 MR. THOMPSON: In their set-up across  
18 the board do they take, as far as education is concerned,  
19 suggestions?

20 DR. CRISPO: Yes, they are open to  
21 suggestions from all concerned. Since they have to be  
22 sure that these people are going to be able to find jobs  
23 when they complete their training, they are careful to  
24 check with local employers as to the kinds of workers  
25 they think they will need in the future. I might add  
26 also that they are doing a tremendous amount of follow-up  
research to check on the soundness of their programmes.

27 MR. GISBORN: In some of our pro-  
28 grammes where they are better developed we get close  
29 co-ordination too. What about guidance counselling?

30 DR. CRISPO: I think, I don't know, that  
their Bureau of Employment Security and their state







1  
2  
3  
4 employment departments are much more aware of the need  
5 to hire competent counsellors than we are. They told me  
6 they they have raised the salary of their counsellors by  
7 several thousand dollars in the past few years and that  
8 they are now getting top people in their counselling  
9 service. Since these are the people who are responsible  
10 for the selection of trainees and their later placement,  
11 they are giving more and more emphasis to this aspect  
12 of the problem.

13 Well, that is the distribution of  
14 responsibilities: the local people initiate the pro-  
15 gramme, labour selects the trainees, they look at the  
16 available labour supply and they look at the potential  
17 demand and they determine how best they can breach the  
18 gap, and from there on education takes over.

19 One of the things that did seem to vex  
20 the education people was the fact that they had to go  
21 through the labour department to get the necessary funds.  
22 It was interesting to note also that the local education  
23 people apparently will not do anything until they get a  
24 cheque from Washington. Many of the local school systems  
25 are so broke - they simply cannot get anything from the  
26 public - that they won't do anything until they are paid  
27 for it. Some of the tales they told me in this regard  
28 made me appreciate over and over again how lucky we are  
29 to have the provision which I mentioned earlier in our  
30 Municipal Act. In the States, the qualities of the schools  
varies all over the lot. In some localities the schools  
are well looked after financially. In others, they  
hardly have sufficient funds to pay their administration







costs, let alone to provide for capital expenditures. It is perhaps because of this situation that Washington has been forced to undertake the complete cost of the new programmes. The fact that more communities have not availed themselves of the programmes provided for under the new Act can be attributed to the relative newness of these programmes.

THE CHAIRMAN: What happens if they have to build new training facilities?

DR. CRISPO: I couldn't give you a definitive answer on that. Where there is an existing school which requires new equipment, they share the cost on a percentage basis, at least under the MDTA Act. I am not sure what would happen under the Area Re-development Act. Funds for capital purposes are more likely to come under the provisions of the National Education Defence Act than under either of the previous pieces of legislation.

Well, so much for the distribution of responsibilities.

The second thing which intrigued me relates to guidance counselling. I cannot speak for the whole country but their guidance counselling unit in Washington is growing daily, just adding staff at a rapid rate, and they are endeavouring to persuade the States to dispense with part-time counsellors in the schools as rapidly as possible. They are urging that more full-time people be trained for this purpose. I did not find out how closely they plan to work with the local employment offices but I got the impression that they





1  
2  
3  
4 plan to work very closely so that the guidance  
5 counsellors will be in a position to provide appropriate  
6 advice to students interested in various occupations.

7                   This brings me to a third area and that  
8 is forecasting. I do not think they are ahead of us in  
9 forecasting what the overall labour situation is going  
10 to be in the next three or four years. I think we are as  
11 aware of the problems in this area as they are and are  
12 just as advanced in the techniques we are developing  
13 for aggregate forecasts. When it comes to occupational  
14 forecasts, however, they are far ahead of us. They  
15 have an annual occupational handbook and a continuing  
16 series of occupational outlook publications which provide  
17 current information on every conceivable line of  
18 endeavour. They provide information on the requirements  
19 for different occupations and list the advantages and  
20 disadvantages relating to future employment in various  
21 occupations. How do they do it? They used their census  
22 data as a starting point. They combine this with  
23 information derived from every possible source including  
24 individual employers, trade associations, professional  
25 groups and trade unions. Based on the information  
26 which they derive from these many sources, they go out  
27 on a limb and predict the outlook in future years in as  
28 many occupations as possible. Sometimes they have  
29 offended particular groups by suggesting that the outlook  
30 in a particular occupation is quite dismal but this has  
not deterred them from being as frank as possible. They  
feel that they must do more and more of this sort of thing  
if they are going to take full advantage of the counselling





services they are developing.

On the question of training in industry, a-parently most of this type of training is done on the job either formally or informally with little or no federal assistance. At the present time, they do not appear to be giving any thought to the possible subsidization of such training.

Apprenticeship too is primarily a local matter. The Bureau of Apprenticeship in Washington has no real authority in this area: the authority rests with the individual states. The Bureau confines itself to the promotion and servicing of the carious state programmes. Bureau officals inform me that just as in Canada they are not training enough apprentices and may soon find themselves woefully short of journeymen.

THE CHAIRMAN: Have they any more certified tradesmen than we have?

DR. CRISPO: No. In some of the states in the motor vehilcle trades you cannot practise without certification. But you should have heard their apprenticeship people when they heard we had this in mind for a number of the trades. We would love this.

I am a little frightened myself of certification because, well, handimen, there are thousands of people in this province who are jack-of-all-trades but who might not be qualified for certification in any one of the trades. If you put in compulsory certification, you might be going too far. The point that I wish to make is that while there might be many advantages to compulsory certification, it might have a







1  
2  
3  
4 number of adverse effects as well.

5 MR. GISBORN: You could end up  
6 restricting a large number of people from practising  
7 in a variety of trades.

8 DR. CRISPO: If you left all the power  
9 that the provincial advisory committees now have in their  
10 hands they could easily use it to restrict numbers  
11 simply by continually raising standards in each of the  
12 trades.

13 MR. CARRUTHERS: This is what is  
14 happening.

15 DR. CRISPO: They would have to approach  
16 it on a different basis than at present. I think they  
17 do it now by imposing age limits, by raising educational  
18 qualifications and so on. Even now in some of the  
19 trades they do it in part of raising standards, perhaps  
20 unduly. In plumbing, for example, you have to be highly  
21 skilled to do a proper job of "wiping lead". Although  
22 this is a less and less important function in the  
23 plumbing trade, the unions apparently insist on retaining  
24 this requirement before an apprentice can become a  
25 journeyman. They could be using this device as one  
26 means of keeping down numbers in the trade. Instead  
27 of going for compulsory certification, some of their  
28 senior people are interested in the possibility of  
29 insisting that all contractors on government projects  
30 be required to have in their employ a continuing  
complement of apprentices. In view of the importance  
of Federal Government contract work in the United States,  
thiw would be a sure way of building up the





1  
2  
3  
4 apprenticeship programme without resorting to anything  
5 as drastic as compulsory certification.

6 At the present time, all they can try  
7 to do is to sell apprenticeship. They have no other  
8 way of promoting it.

9 As for apprenticeship in general  
10 industry, there are many programmes, but these are  
11 tailored to the needs of individual firms and apparently  
12 vary a great deal in quality.

13 Another area that I think might be  
14 interesting to you pertains to the respective  
15 responsibilities of different groups, government,  
16 industry, and labour, in these many programmes. With  
17 regard to retraining, the government is really  
18 shouldering the entire burden. In other areas, the  
19 breakdown of responsibilities appears to be roughly the  
20 same as it is in Canada.

21 MR. GISBORN: Again, when you use the  
22 term industry and labour, you are talking about  
23 organized labour?

24 DR. CRISPO: Yes. You might be  
25 interested in knowing that I talked to the metal trades  
26 people in the AFL-CIO and was most impressed by what  
27 some of their trades are doing. The United Association  
28 of Plumbers and Steamfitters, for example, have a two-  
29 week programme at the University of Purdue for training  
30 their apprenticeship instructors and they also bring in  
about two hundred of their best apprentices from across  
the United States and Canada for an annual apprenticeship  
contest. The Electricians are also doing some interesting







things. The skilled trades, particularly in the building and metal trades, are fearful of the future and appear to feel that they must protect themselves from the encroachment of technicians by steadily upgrading their members. They are especially worried, as I suggested, by the possibility that the technician in the United States will gradually reach down and take over the more skilled elements of their work. So the Unions, too, to their credit, are doing some very interesting things in this area. At the present time, however, this appears to be confined to a relatively small number. In passing, I might add that, in some of the new international headquarters, they are devoting one or two floors to their apprenticeship programmes. In some cases, as well, they have enlisted a good deal of employer co-operation. In the case of the plumbers, for example, employers have donated a vast amount of equipment and funds to facilitate the training of more apprentices in the newer aspects of the trade. While I was not able to get a complete picture of what various unions are doing in the field of training, I did get the impression that they want to do more and more in the future. I should add that this includes some of the industrial unions as well as many of the craft unions. The U.A.W. programme for the skilled trades, for example, is one of the best.

MR. GISBORN: I would think that the information obtained on your research is very valuable. I can't seem to develop what action we should take at this time, but certainly, when we relate this information to the briefs coming in, it would be very helpful.







1  
2  
3  
4 DR. CRISPO: Well, Mr. Chairman, we  
5 started off the original memorandum speaking of the  
6 general evaluation to be made of the existing programmes  
7 in the Province.

8 Are they sufficient in number? They,  
9 in the U.S., feel that they are far from having a  
10 sufficient number of training facilities.

11 Are they sufficiently dispersed? They  
12 apparently are in different States, but they vary  
13 tremendously in terms of quality.

14 Is there a gap? They are worried about  
15 technicians, but I have the feeling they are ahead of  
16 us here, especially in the State of California. By and  
17 large they seem to feel that they are training far too  
18 many engineers relative to technologists. They are  
19 worried about technologists, about the effect of down-  
20 grading engineers to do technologists' work.

21 MR. GISBORN: I think there is an area  
22 we may have missed. We talk about automation. Maybe  
23 we can agree it is not affecting Canada, or Ontario, as  
24 it is in the United States. We relate this automation to  
25 the semi or unskilled field, but what in effect will  
26 it have on the expediter, the planner, and so on?

27 DR. CRISPO: I think they feel that  
28 there is a tremendous field there. They are convinced,  
29 though, that there is going to be a steady upgrading in  
30 skills right across the border. They are rather  
convinced that the future of the unskilled worker is  
very dismal. A lot of occupations are semi-skilled, and  
it seems to me that there is a lot of work for the semi-





1  
2  
3  
4 skilled, but the unskilled are in trouble.

5 Another aspect of their situation relates  
6 to the continuity of these programmes; they are  
7 beginning to give a lot of consideration to this. I  
8 was particularly impressed with this. In the junior  
9 colleges in California, if you are a fully-fledged  
10 journeyman, it is made possible for you to come back into  
11 the main stream without graduating from High School. I  
12 would like to see no roadblocks being thrown in front of  
13 any one.

14 MR. GISBORN: Doesn't that contradict  
15 some of the feeling we have in our hearings, that you  
16 have got to have academic training and theory?

17 DR. CRISPO: Although the technician  
18 might not be able to go on to engineering university  
19 he could be given more on advanced training on the  
20 practical side of engineering.

21 MR. GISBORN: In relation to the person  
22 who became a journeyman thirty years ago, many of our  
23 journeymen in the fifty, forty-five, fifty-five bracket  
24 they became journeymen through practical work, and they  
25 can hardly read a good document or write.

26 DR. CRISPO: If the apprenticeship  
27 system was in good order in this Province, he would  
28 have got some academic work in the course of that and this  
29 would make it easier for the technical institute to take  
30 him on. But they are more prone to offer certificates  
31 through an evening programme than we are.

32 If it takes you many years longer, it  
33 might take you five or six years to get the equivalent







1  
2  
3  
4 certificate, but you keep the door open. There is a  
5 movement afoot in some of the states to open up every  
6 area so as not to stultify anyone's potential.

7 I mention here the problem of fore-  
8 casting. They recognize they are out on a limb and they  
9 may be wrong, but I don't think they are wrong. They  
10 are getting the best information on the subject they  
11 can possibly get.

12 MR. GISBORN: I would say that the  
13 forecast is a direct requisite of a programme being  
14 effective, and I think you would have to go out on a limb  
15 and take some chances.

16 DR. CRISPO: I think, to be fair, I  
17 should say that Ottawa is putting out some booklets, but  
18 they just do monographs. They are on a continuing basis  
19 and they don't cover all the occupations, whereas in the  
20 U.S. they are doing it on a continuing basis every year,  
21 for all occupations.

22 MR. CARRUTHERS: Some industries here  
23 put out a monograph circulated by your guidance  
24 counsellors.

25 DR. CRISPO: We have a tremendous  
26 advantage because the occupational outlook is not very  
27 different between the two countries. This is one area,  
28 if the Committee decides to recommend something in the  
29 area of forecasting, in which we can rely very heavily  
30 on what has been done already in the U.S. It is only  
about \$4.50 a year to subscribe to their service and  
I am sure that guidance counsellors who are doing their  
job are in receipt of it now.





certificates, but you keep the door open. There is a movement about in some of the states to open up every area so as not to stultify anyone's potential.

I mention here the problem of forecasting. They recognize they are out on a limb and they may be wrong, but I don't think they are wrong. They are getting the best information on the subject they can possibly get.

MR. LISON: I would say that the forecast is a direct result of a program being effective, and I think you would have to go out on a limb and take some chances.

MR. GILSON: I think, to be fair, I should say that O'Leary is pointing out some booklets, but they just do monographs. They are on a continuing basis and they don't cover all the occupations, whereas in the U.S. they are doing it on a continuing basis every year, for all occupations.

MR. GILSON: Some industries here put out a monograph circulated by your guidance commission.

MR. GILSON: We have a tremendous advantage because the occupational outlook is not very different between the two countries. This is one area, it is the committee decided to recommend something in the area of forecasting, in which we can rely very heavily on what has been done already in the U.S. It is only about \$4.50 a year to subscribe to their service and I am sure that guidance counselors who are doing their



1  
2  
3  
4 I don't think there are any other areas  
5 that are of particular interest now. If there are any  
6 questions you have? I have tried to cover the whole  
7 spectrum but it was very broad.

8 MR. BRUNELLE: What is the difference  
9 between a technician and a technologist?

10 DR. CRISPO: I couldn't say. They have  
11 three levels of technicians. Now they also have a  
12 technologist. I think they are trying to develop this  
13 new category. But I don't know.

14 MR. CARRUTHERS: I think a technician  
15 was the lower bracket and the technologist was  
16 considered in this country to be in the top bracket.

17 DR. CRISPO: Let me say that if at  
18 any time later you want some details about this, I have  
19 got all sorts of information.

20 MR. THOMPSON: What is puzzling me  
21 more than anything else is the direction we should go,  
22 how far we should generally think as far as training is  
23 concerned on the apprenticeship basis, which has to do  
24 with labour mainly, and the straight training to do with  
25 education.

26 Now, you talk about straight training  
27 all the way through and then the apprenticeship seems to  
28 be gone, and then you come back to apprenticeship.

29 DR. CRISPO: Most of the High School  
30 training tends to be in the non-apprenticeship trades.  
They are running into the same problems as we are. The  
unions are saying: "Don't trespass on our trades" and  
all they can do now is run pre-apprenticeship programmes





1  
2  
3  
4 MR. CARRUTHERS: Where do they feel the  
5 greatest opposition to the apprenticeship system is  
6 coming from there?

7 DR. CRISPO: Apathy. It is straight  
8 apathy. However, this raises an interesting question:  
9 how appropriate is apprenticeship in this day and age?

10 MR. THOMPSON: Take Canada. Do we  
11 really need apprenticeships in Canada if we can do it on  
12 a straight training basis?

13 DR. CRISPO: Apprenticeship is necessary,  
14 it seems to me, in the building trades and in the  
15 maintenance trades in industry.

16 MR. CARRUTHERS: What do you mean by  
17 "straight training"?

18 MR. THOMPSON: I mean straight training  
19 course, in schools.

20 DR. CRISPO: If we say that every  
21 carpenter in home building must go through an  
22 apprenticeship and learn all phases of carpentry, are  
23 we not over-training eighty per cent of them? Should  
24 there only be one classification in these skilled trades?

25 MR. GISBORN: I raised this question  
26 when I spoke to a couple of carpenters who are connected  
27 with the trade union movement, and they say there is a  
28 lot of merit in it.

29 DR. CRISPO: Do you remember when the  
30 auto workers had to form a skilled trade department in  
their union. As a result of across-the-board wage  
increases, the position of the skilled tradesmen had  
slipped over the years, and the U.A.W. had eventually to





do something for these people.

I was told in Washington that in some of the building trades the fully-fledged journeymen are a little sick and tired of having the "wood butchers" paid the same as they are. Maybe this is where the Committee would like to go out on a limb. Maybe there should be more than one classification in each of the trades.

MR. CARRUTHERS: It would be more difficult if they were graded A. B and C classification.

MR. MORNINGSTAR: They are classified in industry, machinists.

THE CHAIRMAN: Yes. Take building a house. You don't need three A class carpenters.

MR. GISBORN: I agree that the people I spoke to were a little more broad-minded.

DR. CRISPO: There are some in the carpenters union who are beginning to think this way, but they are afraid of it. I can see why the unions are dreadfully afraid of what the end result might be. On the other hand it is quite unfair to pay "wood butchers" the same amount as qualified journeymen.

MR. GISBORN: I think we are going to have to listen to their representations and get what they have to say on the subject.

MR. THOMPSON: Say, for instance, in A. B and C wouldn't there be a lot of carpenters eliminated who wouldn't qualify even for the C grade?

DR. CRISPO: What are you going to do with the people who are practising now?







1  
2  
3  
4 MR. THOMPSON: Wouldn't you ask them  
5 to pass certain tests?

6 DR. CRISPO: There again, if you put in  
7 certification, you are literally saying to the  
8 carpenters union: "You cannot take into your membership  
9 anyone who has not passed through the apprenticeship  
10 programme." Would the unions buy that? And yet if you  
11 go for certification, and a lot of the unions still take  
12 in wood butchers, what have you accomplished?

13 THE CHAIRMAN: I think it has been  
14 abused. This year one hundred per cent passed, last  
15 year one hundred per cent failed. Now, what happened?

16 MR. GISBORN: I think we have got to get  
17 each group to listen to logic, based on the whole  
18 forecast, what is the future going to be in the next  
19 fifteen or twenty years, and this would give us a  
20 programme we could go on.

21 THE CHAIRMAN: Well, gentlemen, I think  
22 we meet again on September 19th, 20th and 21st.

23 ---ADJOURNED  
24  
25  
26  
27  
28  
29  
30



# SELECT COMMITTEE ON MANPOWER TRAINING

Heard before the Select  
Committee on Manpower Training, of the  
Parliament Buildings, Victoria, British  
Columbia, Canada, on the 11th day of  
September, 1966, at 10:00 a.m.

J. R. HURON, M.P.C.  
Chairman



OFFICIAL REPORTS  
ANGUS, SPENCER & CO., LTD.  
BOARD OF TRADE BLDG.  
11 ADELAIDE ST. N. E.  
TORONTO

354-5865 (TORONTO) 354-7883







SELECT COMMITTEE ON MANPOWER TRAINING

Hearings held before the Select Committee on Manpower Training, at the Parliament Buildings, Toronto, Ontario, commencing at ten-thirty a.m., on September 19th, 1962, et seq.

PRESENT:

MR. J. R. SIMONETT	Chairman
MR. J. H. WHITE	Member
MR. J. CHAPPLE	Member
MR. R. BRUNELLE	Member
MR. J. BOYER	Member
MR. A. E. THOMPSON	Member
MR. J. R. HARRIS	Member
MR. R. GISBORN	Member
MR. E. P. MORNINGSTAR	Member
MR. A. CARRUTHERS	Member
MR. J. MORIN	Member
MR. T. EBERLEE	Secretary
DR. J. CRISPO	Director of Research

APPEARANCES:

PROF. HAROLD A. LOGAN







1  
2  
3  
4 -- Upon resuming at ten-thirty a.m.

5  
6 THE CHAIRMAN: Gentlemen, it is past  
7 the hour of ten-thirty. We have a quorum here so I  
8 think we will get under motion.

9 We have with us this morning Professor  
10 Logan. Professor Logan, as you know, has been doing  
11 research work for the Department of Labour the past  
12 summer. I believe he will be taking most of the morn-  
13 ing. Without any further remarks if you would like to  
start.

14 PROFESSOR LOGAN: Mr. Chairman, I  
15 have a considerable amount of material here so I think  
16 I will stay seated if it is all right with the Committee.

17 THE CHAIRMAN: Fine.

18 PROFESSOR LOGAN: My relationship  
19 to the Committee, as the Chairman has already suggested,  
20 is with the Department of Labour temporarily. My  
21 assignment is a narrow one compared with what Mr.  
22 Eberlee and the rest of you are doing. It is isolated.  
23 It is the subject of apprenticeship which deals, as  
24 you doubtlessly know, with the trained, skilled workers  
25 of the apprenticed type. They are normally expected to  
26 start while they are still minors and serve this period  
27 of apprenticeship. At the close of it, provided they  
28 are successful, they become full fledged journeymen.  
29 We don't use that term so much now, but skilled workers  
30 of the, perhaps we had better say, the most authentic  
type, having gone through their four years, or sometimes  
three years or five years of working on the job under





1  
2  
3  
4 instructions, and also putting a certain amount of time,  
5 usually in terms of perhaps forty weeks altogether or  
6 something like this, of their whole period in school.

7 Now, there are so many approaches to  
8 this whole thing that one embracing this occupation  
9 called research is put to some pains to know just where  
10 to stop with the issues which come out of the whole  
11 thing, which in most senses, I suppose, are the most  
12 interesting type of thing. I don't feel it is my function  
13 here this morning to deal with that. That will be done,  
14 I expect, as the weeks go by and you have your briefs  
15 coming in. I am shaping this morning towards giving  
16 you a review of the Ontario Apprenticeship organization  
17 and its accomplishments. That centres on the Department  
18 of Labour and on the Department of Education.

18 The Building Trades are found, the  
19 schools are found on Nassau Street where they have been  
20 for a considerable period of time. The motor repair  
21 industry has moved this year, that is for the classes,  
22 to Wellesley Street. It is the first year they have  
23 been divided.

23 I was down to Nassau Street for half  
24 a day just last week and came away with quite a bird's  
25 eye view of what is going on and some acquaintance with  
26 three of four of the staff, which I think gives you a  
27 good idea of an institution, perhaps more than a lot of  
28 talk about it.

28 I am going to take the accomplishments,  
29 but first I think I will just give the outline of the  
30 organizational aspects, how Ontario has gone about it,





1  
2  
3  
4 because we can't go very far with it and leave the  
5 organizational aspect. That organization, by the way,  
6 is going to take me into comparison between Ontario and  
7 other places, perhaps some of the provinces, but  
8 notably the United States which has problems very  
9 similar to our own. The trade unions strike right  
10 across the border, so far as this matter is concerned,  
11 with very little difference between Michigan and Ontario.  
12 Of course, the companies too, the big companies have  
13 their headquarters mostly in the United States. We  
14 have branches of them here. Apprenticeship tends to  
15 be very much like it is found at the headquarters end.  
16 When you take one of these big companies and go in and  
17 ask them about what kind of programme they have, you  
18 are likely to find something that is patterned pretty  
19 closely as to what you will find all through the U.S.  
20 The United States, by the way, is much more closely  
21 concentrated under central government than we are.  
22 That is according to the constitutional arrangements  
23 and were made more so in the days of President  
24 Roosevelt when manufacturing very largely came under  
25 the Federal Government.

26 Here, as you doubtless know, manufac-  
27 turing with the exception of railway shops and telephone  
28 matters and a few other come under the province, so  
29 our provinces are more important in this matter than  
30 our federal government. Our federal government does a  
good chore for us, perhaps an amateur chore, but open-  
ing up to something valuable in giving us ideas and  
doing research, because the provinces, for the most part,







1  
2  
3  
4  
5 have very little research. You have met with some of  
6 the results of research in the pamphlets which have  
7 been handed around. There is one which I think is  
8 particularly valuable. It is the one on manufacturing,  
9 apprenticeship in manufacturing prepared by the infor-  
10 mation branch for the Vocational Training Branch. It  
11 comes from Ottawa and comes out of the Department of  
12 Labour there. It is a very valuable study, I think,  
13 perhaps, the most important one, at least, that I have  
14 seen for your purpose.

15 However, in the United States, although  
16 various States have their systems and traditionally  
17 have gone ahead with this thing, in the last thirty  
18 years the federal government has come to take a much  
19 more important part and is organized not to do anything  
20 compulsory. With respect to what the States are doing  
21 it is on a voluntary basis. It is doing very strong  
22 work, I think, at the present time in promotion, and  
23 what comes out of any one of these States is likely to  
24 be promoted by representatives from the federal  
25 government. I think that is rather important, something  
26 that you need to appreciate from the beginning in  
27 studying anything in the way of apprenticeship in the  
28 United States and that that type of apprenticeship in  
29 Canada which should be found in so many of our manufact-  
30 uring plants, sometimes just coming in.

Now, company arrangements are usually  
with the State government and the federal government  
representative is, as I say, doing a lot in encouraging  
and promoting apprenticeship of a very uniform type.





1  
2  
3  
4 When it comes to the certificates of apprenticeship  
5 fulfillment you will find the seal of the federal  
6 government through the Bureau of Apprenticeship  
7 Training along with the company signature. That is  
8 something we don't have, you see. Our federal govern-  
9 ment does not have its name on our apprenticeship  
10 completion certificates.

11 The Ontario Government has for the  
12 designated trades, but when it is one of these companies  
13 like General Motors or Chrysler --- lots of the smaller  
14 ones too --- there is nothing there of the federal  
15 government on it and unless it is a designated trade,  
16 nothing from the Province of Ontario. It is a company  
system.

17 I am losing, perhaps, my intention in  
18 making that comparison between the U.S., but it is in  
19 line with understanding what there is in the federal  
government at the present time.

20 We have the designated trades, the  
21 Department of Labour playing this dominant role, build-  
22 ing trades, the motor repairing trades, barbers and  
23 hairdressers, and a couple more. The rest of the field  
24 is not babied in any sense by government. As a matter  
25 of fact, it is, I will think you will find when you come  
26 to study, it is rather neglected, so far as what is  
27 going on in the province in training for the skilled  
28 workers of the country, for your manufacturing and  
29 mining and so on, the bigger building trades and motor  
repairs.

30 Now, the accomplishments, to come around





1  
2  
3  
4 to that, I have had some charts made here. I didn't  
5 do these. The figures were there, in the Department  
6 of Labour under the jurisdiction of Mr. McNeil, who  
7 was here a few weeks ago. Mr. Hellen, over to my right,  
8 has had a lot to do with gathering the statistics of  
9 the different sheets. If you take those charts I want  
10 to say something about them. They represent the  
11 accomplishments, the accomplishments year by year in  
12 these trades. Perhaps I should add, being here  
13 representing the Department of Labour, that it is an  
14 indication that the Department has not been asleep at  
15 all with respect to these particular responsibilities  
16 which have been laid upon it under this term "designated  
trades".

17 The first one, if you take it, is  
18 building trade registrations. It has got three lines  
19 on it. The middle one looks like the 401, it is a  
20 double track, the other two ranging above and below it.  
If you have a pencil you might number that number 1.

21 THE CHAIRMAN: Building trade  
22 registrations?

23 PROFESSOR LOGAN: Building trade  
24 registrations, cancellations and completions. Look for  
25 that one with the double tracks in the middle range.  
The second one is motor vehicle repairs.

26 MR. THOMPSON: I am very dumb,  
27 building trades, I still don't understand it.

28 PROFESSOR LOGAN: Can you get the  
29 names at the top?

30 THE CHAIRMAN: The first one is the







1  
2  
3  
4 building trade registrations?

5 PROFESSOR LOGAN: Just number that  
6 up at the corner for your own advantage. The second one  
7 is motor vehicle registrations. Call that number 2.  
8 The third is just a two track one called active practice  
9 or active at year end in designated building trades,  
10 active at year end, designated building trades.

11 MR. THOMPSON: Four?

12 PROFESSOR LOGAN: No, that is three.  
13 Four is active contracts it has four lines on it.

14 MR. MORNINGSTAR: I don't follow this  
15 very closely.

16 PROFESSOR LOGAN: Four has four lines  
17 on it.

18 THE CHAIRMAN: You have got number 1  
19 all right?

20 MR. EBERLEE: Number 1 is headed  
21 building trades registrations, cancellations and  
22 completions by years.

23 MR. MORNINGSTAR: What does that  
24 mean?

25 THE CHAIRMAN: Building trades  
26 registrations, cancellations and completions by years.  
27 That is number 1.

28 MR. EBERLEE: Number 2 is motor  
29 repairs registrations, cancellations and completions.

30 MR. BOYER: I think there is some  
confusion here. We have several different designations.  
Let's take them slowly.

PROFESSOR LOGAN: Number 3 is





1  
2  
3  
4 active at year end in building trades.

5 THE CHAIRMAN: Number 4 active  
6 contracts at end of year of building trades.

7 Gentlemen, have you got it now?  
8 Building trades registrations, cancellations and  
9 completions by years --- one.

10 MR. MORNINGSTAR: Building trades,  
11 that is number 1?

12 THE CHAIRMAN: Right. Number 2,  
13 motor vehicle repairs, registrations, cancellations and  
14 completions by years. Have you got it? Number 3,  
15 active at year end in designated building trades and  
16 motor vehicle repairs.

17 MR. MORNINGSTAR: That is number 3.

18 THE CHAIRMAN: So the other one  
19 must be four, active contracts at year end in all the  
20 building trades. Carry on.

21 PROFESSOR LOGAN: Now, we are  
22 leaving these with you, of course, and I think it will  
23 be worth something to you to get familiar with them.  
24 You can get the general purpose of it in seeing how  
25 much advance there had been across the years and where  
26 drops have taken place. That is sometimes associated  
27 with depressions, but not always. Sometimes people are  
28 not taking on as apprentices if the going is good in  
29 economy. There is too much money to be made elsewhere,  
30 stop and get on the bandwagon. It is a four year  
proposition at low rates, because after all, apprentices  
have only some percentage of what the full fledged  
workman gets. In these matters this means the man's





1  
2  
3  
4  
5 wages are stated in some percentage of what the journey-  
6 man gets. They may start at forty per cent of what  
7 the journeyman's wages are for the first six months.  
8 At the end of the six months they are a little more  
9 valuable, perhaps, and they raise them --- this is all  
10 arranged before --- they may go up to fifty per cent.  
11 And then in the second year, they will go up by half  
12 years to sixty per cent and seventy per cent. So it  
13 goes as the apprentice goes on towards his maturity in  
14 his work because the employer is naturally ready to pay  
15 him more. By the time he reaches his last six months  
16 he may be getting ninety per cent of what the journeyman  
17 gets. At that point, of course, if he is successful  
18 he goes on to the full pay and the status of a regular  
19 journeyman. These are the skilled workers of the  
20 country that you are talking about. That is apprentice-  
21 ship you don't find with respect to the labour market  
22 elsewhere. The boys come in and go to work, and they  
23 make good and get raises according to what they are  
24 worth without any pre-arrangement or fractions of what  
25 the fully fledged journeyman gets.

26 When you are thinking in terms of why  
27 apprentices are very slow in coming in at some times,  
28 and then come in at waves in other times, the wage rates  
29 have quite a bit to do with it as compared to what they  
30 would be making if they went to work as straight  
employees, call them helpers, if you will, but regularly  
employed with the company.

Now, this first chart, that top line  
on number 1, those are the registrations. If you are







1  
2  
3  
4  
5 accustomed to this type of reading you will see on the  
6 left-hand side and the right-hand side numbers. Those  
7 are the numbers --- you will notice back there in the  
8 depression --- the years are on the bottom, back there  
9 in those thirties --- start right at the extreme left,  
10 in 1929 there were a lot of apprentices, way up to  
11 between 1,000 and 1,100. Now, 1929 as we look back upon  
12 it was a fair year. As a matter of fact, it was about  
13 the tops of that part of the century. The depression  
14 came along in the summer of 1930. That is when it  
15 began, and it reached its full effect about 1933. It  
16 wasn't until the late thirties we began to pull out and,  
17 as you doubtless recall, in 1940 we went to war. We  
18 forgot about depression from that time on. You will see  
19 that the apprenticeship didn't boom at that time. Let's  
20 come back to the beginning, why was that high point in  
21 1929? I think this is to be explained probably, and  
22 I have seen it stated, I think it is to be explained in  
23 terms of people being taken in for what they had done.  
24 This is apprenticeship to the people who had already  
25 been in the industry when they first began developing this.  
26 That is right at the beginning. They apparently  
27 registered a large number of people at that time without  
28 their having taken any schooling and without their  
29 having done any formal work as apprentices under  
30 employers. A lot of that is being done still, people  
being taken in without going through the regular  
expectation of working so many hours, years, so many  
months under instruction and going to school perhaps  
ten weeks one time in the first year, ten weeks in the





1  
2  
3  
4  
5 second year and so on.

6 I go ahead of the story here. If you  
7 take the carpenters union, for instance, we know at the  
8 present time the number of apprentices appears very  
9 small related to the number of carpenters that are  
10 really coming along as skilled carpenters. Apprentices  
11 are a very, very small part of the union. That seems  
12 to be the way it is being done. They are recognized by  
13 the Department of Labour at stages when they have put  
14 in a lot of experience and then judged to be equal to  
15 the regular and government constituted way of apprentice-  
16 ship. I think that is what you have back in 1929 and  
17 probably 1932, which is still fairly high. There is a  
18 lot more coming in there. Then you come along and  
19 follow that line; that is the line which is solid.  
20 That other light line, the single line is dotted, and  
21 as you will notice that is cancellations. This line  
22 comes along here until you get to the war period, 1942  
23 and it is still down in 1943. It is beginning to go up  
24 in 1944, 1945, the end of the war. The apprentices are  
25 gathering in these building trades right through this  
26 prosperous development, this post war development until  
27 they are up to 950, we get to 950 in 1954 when they  
28 reach a temporary peak and they drop back for a couple  
29 of years. That is the double track.

30 These things are not easy, if we have  
someone here who is from the Department who has been in  
this thing they could probably tell you quite a bit about  
it. One thing, there was a drop there in the admission  
of workers generally in the building trades which these





1  
2  
3  
4 groups represent. There was a drop in demand for  
5 building trade workers in 1955 and apparently continuing  
6 into 1956. I think the economic statements by the  
7 Honourable Robert Macaulay, Minister of Economics and  
8 Development --- that chart you will find there, it is  
9 right over in the middle.

10 THE CHAIRMAN: Have you a page?

11 PROFESSOR LOGAN: It is the statis-  
12 tical appendix right in the middle, and then there is  
13 A-1. Just after, about the first thing you find as you  
14 strike the tables. It comes right at the first and  
before any real tables.

15 THE CHAIRMAN: Page 30 and continuing.

16 PROFESSOR LOGAN: It is a big chart  
17 with shades on it. I brought this in, I only got it  
18 myself a couple of days ago and I am not in a position  
19 to interpret things. Those shaded areas are for  
20 depressions, one in 1948 - 1949 --- at least they call  
21 it a contraction in the productivity of the country.  
22 There is another one in 1953 - 1954. You will notice  
23 1953 - 1954 and there is no great rise in it then until  
24 1955 so that eventually that is, the top line is called  
25 the index of industrial production. If you follow that  
26 top line and not be bothered by gross product -- I  
27 suppose our interests here are in industrial production  
28 because that is where the workers are, so that in 195-  
29 - 1954 there was a considerable contraction, and that,  
30 of course, affected the young life of the country.  
They probably wouldn't be able to get into the jobs as  
well, so that would contribute. They should be







1  
2  
3  
4  
5 increasing in 1953 - 1954, but the depression --- that  
6 is 1954 at the top --- they were increasing. I would  
7 say probably the reason was that, one interpretation  
8 might be, anyway, that there wasn't too much money to  
9 be had in other lines and perhaps there wasn't employment  
to get, so, we will start into apprenticeship.

10 Following that you find it coming down  
11 in 1955 - 1956. That would be, I suppose you might say,  
12 that they have gone in strongly for years there and  
13 1955 - 1956, there would be lots of opportunities else-  
14 where. They wouldn't be going into apprenticeship so  
15 much. Well, I know there are complications in that and  
anyone would have other things to say about this.

16 Following that, around the 1958 - 1959,  
17 you see they are the top. 1957 again, 1957 - 1958 was  
18 a slow period and down we come until we reach 1961 where  
19 we have come down considerably. That is in registrations  
20 now. It is the new ones going in. It has come down  
21 considerably from where we were back in 1958 - 1959.  
22 It doesn't mean there are less apprentices because these  
23 are in there for four years and the thing reaches  
24 across. You get that curve in a few moments, but those  
are new registrations.

25 THE CHAIRMAN: I notice there,  
26 Professor, you are down in 1961 but I notice your  
27 completions are way up. Would that have any effect?

28 PROFESSOR LOGAN: Yes, let us turn  
29 back to these completions. Completions were way up there.  
30 When did they go in? They went in four years ago, a  
great many of them. That is the most common period of





1  
2  
3  
4 apprenticeship. They went in stronger four years before  
5 that, which is 1957. There would be a lot of them  
6 completed in 1961, so you would expect the completions  
7 to represent at any time the registrations for four years  
8 before.

9 I think, perhaps, this will be borne  
10 out, in some degree anyway. I must say that this thing is  
11 somewhat beyond my ability to interpret. There probably  
12 were other things in connection with the building trades  
13 they weren't mentioning and that I don't know about  
14 that would have more bearing upon this. There might  
15 have been changes in their percentage of journeymen's  
16 rates.

17 There is your completion curve and you  
18 will notice that it is a significant curve after all  
19 so far as the economy is concerned. It is the completed  
20 apprentices that make the real workmen, skilled work-  
21 men in the building trades. While we had back in those  
22 wretched depression years of 1931 and 1932 a lot of  
23 completions, that is probably because there had been  
24 so many taken in back in 1929. They were completed and  
25 you have high completions back right in the depression.  
26 1935, everything is down in 1935. The economy was  
27 stagnant. They weren't going in and they weren't coming  
28 out.

29 THE CHAIRMAN: Might I ask a  
30 question there: In order to get full journeyman's pay  
in the building trades today is it necessary to have a  
certificate from the Department of Labour?

PROFESSOR LOGAN: A foreman you are





1  
2  
3  
4 speaking of?

5 THE CHAIRMAN: I am talking about,  
6 in order to take full journeyman's pay, is it necessary  
7 to have a certificate from the Department of Labour?

8 MR. EBERLEE: There are many carpen-  
9 ters who have never gone through the apprenticeship  
10 system and they are getting full pay.

11 PROFESSOR LOGAN: I am thinking of  
12 the ones going through.

13 THE CHAIRMAN: I am thinking about  
14 going on the job, hiring as a carpenter, he is eligible  
15 for full journeyman's pay without a certificate?

16 MR. EBERLEE: If the employer will  
17 take him.

18 PROFESSOR LOGAN: Yes, I think  
19 probably there are lots in that category, but also there  
20 have been lots that have been given a certificate by the  
21 Department of Labour, taken in in large numbers having  
22 done on the ground -- they have great experience and are  
23 entitled consequently to a certificate. I may be wrong  
24 about that. I don't know what percentage of the  
25 carpenters have really gone through the formal apprentice-  
26 ship system, but I suspect there are a lot of them that  
27 have been recognized by the Department of Labour, although  
28 I am not sure.

29 MR. EBERLEE: I don't think at the  
30 present time there are many recognized without going  
through apprenticeship. I don't think any are at the  
present time.

THE CHAIRMAN: Building trades, are







1  
2  
3  
4  
5 you covering carpenters only --- bricklayers, what  
6 category are you covering?

7 PROFESSOR LOGAN: The whole works.

8 THE CHAIRMAN: Everything connected  
9 with the building trades?

10 PROFESSOR LOGAN: The designated  
11 trades, I think there are about nine of them which would  
12 include all the main ones.

13 THE CHAIRMAN: Perhaps you are going  
14 to answer this, but I think for the benefit of the  
15 Committee, you have made some study and would you  
16 recommend that all those be issued certificates by the  
17 Department of Labour and serve apprenticeship from now  
18 on? I am not talking of what happened in the past.  
19 From now on would you get a better class of workmen, would  
20 you be solving any problems we are having with labour  
21 along this line?

22 PROFESSOR LOGAN: Making it compulsory  
23 certification?

24 THE CHAIRMAN: What is your thinking?

25 PROFESSOR LOGAN: With respect to the  
26 future I suppose it might be from now on you might start.  
27 You have a tremendous backlog of people that you  
28 couldn't deal with on that basis, certify at once. Your  
29 question, I suppose, refers to the future, the people  
30 who are youths now?

THE CHAIRMAN: That is right. The  
reason I am asking this question, I was talking to a  
contracting firm yesterday afternoon. They are a union  
firm that have pride in their building





1  
2  
3  
4 They have tried to hire good people. They find now  
5 bidding on small jobs they are practically out of the  
6 market for the simple reason the small contractor isn't  
7 an union shop and perhaps, isn't too particular about  
8 his work and will hire so-called carpenters and trades-  
9 men. They are competing against him and he is practi-  
10 cally out of the picture.

11 PROFESSOR LOGAN: Especially if they  
12 are speedy, if they are fast workmen.

13 THE CHAIRMAN: He wants good work-  
14 men. It is an old contracting firm who takes pride in  
15 building. They didn't start all this yesterday. They  
16 have been going thirty, forty years.

17 PROFESSOR LOGAN: How would it be  
18 instead of answering that question entirely in the  
19 affirmative it might be well to have a distinction made  
20 between the two types of carpenters, those who have  
21 come along and have a lot of experience, to have a  
22 label on them which would distinguish them from people  
23 who have gone through the rather lengthy preparation  
24 according to Hoyle. That is they have done the school-  
25 work. They have learned all the processes in  
26 connection with carpentry at the job under instruction,  
27 and presumably are prepared, if there is any such thing  
28 as conscious preparation. It seems to me that you have  
29 something there that should be recognized. Perhaps you  
30 might go beyond that --- I am a school man myself ---  
in distinguishing between people who had done it well and  
the people who had failed the examination and had done  
it somewhat poorly, so an employment agency; let us





1  
2  
3  
4 put it this way, so that the market would travel with  
5 the person. If he is apprenticed, you could call him  
6 carpenter X type. He has apprenticed and done well.  
7 Type Y, carpenter Y, he has been apprenticed but has  
8 not met with, what is the expression they use,  
9 successful examination and so on. Third would be the  
10 people who haven't gone through the apprenticeship mill  
11 at all, but are good carpenters.

12 THE CHAIRMAN: You would get that  
13 in some of your older carpenters, perhaps. I am thinking  
14 there of the protection to the public. In some of your  
15 trades you have people designated and they must be  
16 licensed, they must have a certificate to practise  
17 their trade and do that work and that must be displayed.  
18 I am thinking of somebody in Toronto who would call a  
19 carpenter and get a wood butcher. All people don't  
20 know much about carpentry. They are spoiling materials  
21 and other things. They don't have any actual comeback.  
22 They have to depend, they have to see his work before  
23 they know who they get. I am wondering if we had  
24 compulsory certification and, as you say, if they are  
25 licensed, they can do certain things. Would that be a  
26 benefit. I think it would help all those who are good  
27 carpenters and be a protection to the public.

28 PROFESSOR LOGAN: Those who are good  
29 carpenters, you use the term compulsory certification  
30 there --- is their certification based on their know-  
ledge or based upon having served a good apprenticeship?

THE CHAIRMAN: I think it should be  
based on the knowledge they have of the trade.







1  
2  
3  
4 PROFESSOR LOGAN: There you have a  
5 grading which is taken outside of the apprenticeship  
6 orbit. Anyone who practices must be a good carpenter  
7 --- you use the term licensed?

8 THE CHAIRMAN: Licensed or certified.

9 MR. EBERLEE: What you would be  
10 saying is that the man had gone through four years  
11 apprenticeship and would be a good carpenter.

12 THE CHAIRMAN: That is right.

13 MR. EBERLEE: By the standards of  
14 apprenticeship?

15 THE CHAIRMAN: I think there should  
16 be some way of grading them. I am thinking of the bene-  
17 fit to auto motor vehicle repair. He is graded and tries  
18 some type of test before he gets certified.

19 PROFESSOR LOGAN: Down at P.I.T the  
20 other day, on Nassau Street, I ran into the biggest  
21 issue, the biggest contentious issue there is around that  
22 institution with respect to the testing and grading of  
23 these apprentices, especially with respect to the vehicle  
24 commission. It seems they are not stopped as a result  
25 of poor schoolwork. As I get it down there they might  
26 even fail their examinations and still go on as appren-  
27 tices, still go on and receive their certificates.

28 MR. EBERLEE: That is quite a bone  
29 of contention between the Department of Education people  
30 who run P.I.T. and the Department of Labour.

PROFESSOR LOGAN: There you have  
something which is rather deep in our thinking. You will  
find trade unions, and I think you will find people





1  
2  
3  
4  
5 generally talking in terms of seniority. It is time,  
6 if a person serves a certain amount of time he is  
7 entitled to seniority and ability goes largely with time  
8 spent. That is theorizing. I suppose behind this  
9 thinking is also the theorizing about the right of people  
10 to be awarded for being elderly. Your school system,  
11 in here you have the Department of Education in on this,  
12 and the teachers down there including the principal  
13 are very strong on this, the man who fails his examina-  
14 tion has failed his examination and doesn't know his  
15 work no matter if he spent all the time and attended  
16 all the classes--that is not enough. Standards are  
17 set and he should be required to meet them.

18 Coming back to the Department of Labour,  
19 I find this comes to the Committee; that is a local  
20 Committee from Metropolitan Toronto which has trade  
21 union representation on it. It has top trade union  
22 representation mostly, and also representation of  
23 employers. Mr. Lucas whom I was talking to there is  
24 on that Committee. That is for the Department. His  
25 position was it is not as clearcut as that.

26 I am going to make a statement on that  
27 in due course, but perhaps this is the time to bring it  
28 in. Testing and examination, or testing for progress,  
29 presumably, you are giving examinations, but the school  
30 people say there is no power to do much about it, make  
a report, good work, poor work, quality work and grade,  
even fail the final examination, but that has little  
effect on the results. Two or three of the teachers  
there that I saw at the time were critical of the





1  
2  
3  
4 Advising Committee of the Department of Labour that  
5 deals with these cases. Both sides relied on the  
6 strength of that Committee. The Department of Labour  
7 moves with the trade unions largely in measuring human  
8 advancement or the right to advancement in terms of time  
9 spent; attending classes -- -- most go through that  
10 and my own impression was that these people down there  
11 are serious, they are not fooling, those students, but  
12 it is time spent rather than evidence of knowledge and  
13 training. The only rule in handling of cases according  
14 to the teachers down there is through the Department of  
15 Education, and Mr. McNeil is in on this. That is  
16 something I didn't get at all here in the Department,  
17 just how much in line with actuality it is, but the  
18 contention down there was that the Committee's  
19 practice of handling of this was more or less predomin-  
20 antly, I think, the idea is mostly that the trade union  
21 people are likely to dominate the situation quite  
22 largely. They have filled their time. They have done  
23 their job well in the shopwork and the instruction there,  
24 and they are entitled to their certification. One of  
25 them was inclined to draw a distinction between field  
26 representatives of the United States Bureau as shown  
27 by what he had seen in one of the States where he had  
28 lived and the role they were playing as contrasted with  
29 the Inspector of the Department of Labour who came in  
30 contact with these people and who visited the apprentices  
a couple of times a year and looked over their figures  
and brought them forward, brought these figures forward  
to the Committee and so on. There again, I am not one







1  
2  
3  
4  
5 to start that criticism or to say there is anything in  
6 it.

7 MR. EBERLEE: I think the Committee  
8 would want to have some of its staff people from P.I.T.  
9 in for a session and, maybe, thrash out some of these  
10 problems.

11 THE CHAIRMAN: Yes, Mr. Thompson?

12 MR. THOMPSON: Back to your question  
13 about qualifications for a journeyman, that there should,  
14 perhaps, be some form of certification with respect to  
15 those. I wonder in this whole apprenticeship area of  
16 the building trades, looking at 1957 where you had  
17 about a thousand people go through and I have no idea,  
18 but I assume there is something about fifty thousand  
19 people actually in the field of Ontario, so you really  
20 are just getting a dribble that are going through in  
21 apprenticeship compared to the total number practising.  
22 The question I had, the story might have changed, I  
23 would think, when we were opening up the west, if we  
24 examined everyone and had given him a provincial test  
25 and a certificate before he was allowed to homestead in  
26 the west. We would have quite a dribble going in. I  
27 question whether the fact that we hadn't used the  
28 certificate basis and apprenticeship is the means of  
29 channeling workers in, and people have come in rather  
30 hodge podge, but on the basis, and I presume, consumer  
satisfaction with the product, do you think tightening  
up and starting apprenticeship in this very important  
field, building homes is the means of influx of people  
into them, would this rigidify the whole approach





1  
2  
3  
4 because when there is demand during good years going  
5 into apprenticeship isn't going to answer the demand  
6 for workers unless you slacken the rules. It seems to  
7 me you have a dilemma here. If there is a demand for  
8 many workers the way the system is set up you wouldn't  
9 get many workers from apprenticeship. This is a  
10 dilemma. I am asking you what you think we should do  
about it?

11 THE CHAIRMAN: I think what is  
12 happening in the building trades, and this would be my  
13 opinion, when there is demand we are having people go  
14 directly in as carpenters instead of apprentices.  
15 Perhaps they have a saw and square and know how to use  
16 them. Is that serving the purpose and is it being fair  
17 to those people that have served apprenticeship and  
18 went through to be journeymen? Here you have a man  
19 joining in two weeks and he is doing the same job and  
drawing the same pay.

20 MR. THOMPSON: I wondered why,  
21 Professor, you had given us these charts. I think  
22 perhaps one of the reasons you did was it was signifi-  
23 cant during depression years when there isn't demand  
24 there still doesn't seem to be a large enrolment of  
apprentices.

25 PROFESSOR LOGAN: There are two  
26 sides to apprenticeship. There is the demand for  
27 apprentices as well as the supply of them. In time of  
28 deep depression you will find the employers are not in  
29 a position to take them in.

30 THE CHAIRMAN: They don't need them?





1  
2  
3  
4 PROFESSOR LOGAN: They simply can't  
5 get in. I find, I know some years ago in my home town  
6 the biggest woodworking firm in the place with a big  
7 tradition were taking no apprentices because they said  
8 employment wasn't steady enough for them to be able to  
9 accept them and use them.

10 MR. THOMPSON: Let me put it this  
11 way: There are contractions, as it is called, or  
12 depressions, and we don't have apprentices because we  
13 don't need them. During the period of boom there is no  
14 point in taking an apprenticeship because you can get  
15 a job anyway. Isn't this really what the situation is?

16 MR. EBERLEE: Thirdly, the public  
17 really doesn't care anyway whether the people who are  
18 working for it in the building trades are qualified or  
19 not.

20 THE CHAIRMAN: I think you have  
21 another point too, if you can get a certificate without  
22 serving an apprenticeship why serve an apprenticeship?

23 MR. EBERLEE: You can't get a  
24 certificate today.

25 THE CHAIRMAN: You can't get a  
26 certificate but you are still eligible for work as a  
27 carpenter because there isn't compulsory certification.

28 MR. EBERLEE: Could I be the devil's  
29 advocate for a minute on this same point Mr. Thompson  
30 is raising. I suppose at a very generous guess only  
about two per cent of the people that are engaged in  
the building trades have gone through the apprenticeship  
system. You just wonder whether this expensive overhead







1  
2  
3  
4 for the apprenticeship system is worth that. What is  
5 the point of apprenticeship when obviously the public  
6 is satisfied with having ninety-eight per cent of the  
7 building tradesmen untouched by apprenticeship?

8 PROFESSOR LOGAN: I think you are  
9 over-stating the statement there, this small proportion  
10 of apprentices. I wouldn't think there is anywhere  
11 close to ninety-eight per cent. When you get to the  
12 other trades, when you get electricians and plumbers --

13 MR. EBERLEE: I am speaking of the  
14 whole thing, not to specifics. I realize in certain  
15 trades more people have gone through apprenticeship.

16 PROFESSOR LOGAN: I distributed  
17 around here something about this. You must remember a  
18 lot of the building trades are labourers, we have the  
19 labourers. We have the sixty-one census, I don't think  
20 we had it on this, but it has come through. There are  
21 124,000. These are employees including foremen,  
22 124,000 according to the 1961 census, 25,000 of them  
23 were labourers, the hod carriers.

24 MR. EBERLEE: Within the bounds of  
25 Ontario?

26 MR. HARRIS: Did you say we had one  
27 here?

28 PROFESSOR LOGAN: Yes, I think they  
29 were distributed. It is a single sheet. 25,000 of them  
30 were labourers who have nothing to do with apprentices.  
27,000 were carpenters.

MR. EBERLEE: In the case of carpen-  
ters, I don't suppose since 1929 there were more than





1  
2  
3  
4 about 1,500 people who have qualified under the  
5 apprenticeship system. If I can recall correctly, I  
6 have forgotten, but these figures were produced back  
7 at the beginning, so you wonder what is the point in  
8 operating, spending the money on the apprenticeship  
9 system for carpenters. I am just being the devil's  
10 advocate.

11 MR. THOMPSON: You have expressed  
12 what I was wanting to express. Is there any purpose to  
13 it? You, I would say, feel very definitely there is.  
14 I would like to get into a discussion on the reasons  
15 why you think this apprenticeship system setup is  
16 valuable?

17 PROFESSOR LOGAN: I would say there  
18 is a reason for it. These are standards that they all  
19 must try to reach to, I suppose, in order to maintain  
20 themselves in competition with them, or at least, a  
21 certain part of them must.

22 MR. THOMPSON: Very small part?

23 PROFESSOR LOGAN: A lot of employers  
24 are not asking for apprenticeship people and are content  
25 with what you are talking about. You are including a  
26 vast number of people. A lot of them are properly  
27 apprenticed people, but we haven't got them listed  
28 here as such, a total. I think you will find mostly when  
29 you talk about it there is a low figure apprenticed.  
30 On here when you are looking at these sheets you are  
6 talking about a single year of apprentices, that is  
active or completed that year. Back of that you have  
the completions of years before.





1  
2  
3  
4  
5 MR. THOMPSON: Your completions,  
6 Professor, never have gone over three hundred any year  
7 from 1929 to 1953.

8 PROFESSOR LOGAN: All of the building  
9 trades, you mean, or carpenters?

10 MR. THOMPSON: I am talking about  
11 apprentices in chart 1, building trade registrations.  
12 The third ----

13 PROFESSOR LOGAN: It is another one.

14 MR. THOMPSON: I am sorry, it has  
15 gone to eight hundred.

16 PROFESSOR LOGAN: Eight hundred  
17 completions there in 1961, which, after all, is pretty  
18 small, but remember they are coming out year by year  
19 by year. There were eleven hundred came out back in  
20 1958. This census figure is what you find of all  
21 employees in industry at a year.

22 MR. THOMPSON: On your argument on  
23 the basis of quantity I don't think you are on solid  
24 ground.

25 PROFESSOR LOGAN: I didn't get that,  
26 with due deference.

27 MR. THOMPSON: I suggest because of  
28 the quantity, of the number of carpenters coming  
29 through this system, I don't think it is in proportion  
30 to the number of people working in this field. The  
number of apprentices who complete their training, I  
think, is very, very small and therefore, there must  
be other reasons why you want apprenticeship.

PROFESSOR LOGAN: So long as we get







1  
2  
3  
4 some source of preparation. I am saying what you need  
5 to make a comparison like you are making in your mind  
6 is the people in the present day building trades and  
7 the working force who have been apprenticed versus those  
8 who haven't. I would say that you would have to  
9 multiply your eight hundred by, well, ten or twenty or  
something like that.

10 MR. EBERLEE: Under these figures  
11 that we have acquired earlier in the testimony there  
12 was a total of 16,098 apprentices registered in the  
13 building trades between June 1st, 1928 and April 30th,  
14 1962, registered. Fewer than 16,000 would have  
15 completed and got their journeyman papers.

16 PROFESSOR LOGAN: Yes.

17 MR. EBERLEE: In that group the  
18 carpenters, the number of carpenters registered from  
19 1928 up to the present time were 2,151. Perhaps 2,000  
20 would have completed and got their journeyman's  
21 certificates as carpenters. Some of these people  
22 wouldn't be in the trade. Being generous, out of  
23 22,000 active in the trade, according to the census  
only 2,000 were apprenticed.

24 MR. THOMPSON: Could I put this  
25 in as an inquiry? Who wants people to take apprentice-  
26 ship for the building trades? Are the public not buying  
27 homes? Are they dissatisfied with the shoddy work?  
28 Are you concerned in connection with the carpentry  
29 trade competing with the world product because of lack  
30 of learning and so we must have more apprenticeship  
training in the building trades?





1  
2  
3  
4  
5 PROFESSOR LOGAN: In democracy you  
6 can't run ahead of the demand. There is no use.

7 MR. THOMPSON: Are the builders,  
8 there are some apparently who are dissatisfied, that  
9 won't take a man without apprenticeship training, but  
10 have you found that general feeling that people feel  
11 poor products are being developed in Canada, in Ontario?

12 PROFESSOR LOGAN: It would be inter-  
13 esting to ask the carpenters what they are asked for.  
14 They run the employment agency. The people don't go  
15 through government employment agencies as some idealists  
16 would have them doing. The building trades are their  
17 own employment agencies. What do the employers want --  
18 I think that would tell you something which corresponds  
19 somewhat with your questions. They want people who will  
20 get along with the job, for one thing, they won't take  
21 too much time embellishing it too much and doing it  
22 as perfectly as the standards of good building would  
23 require and to the extent that things are established,  
24 I would say your employment trends where you get your  
25 contact there between the demand of the people for the  
26 contractors and supply, what you have to sell --- if  
27 they don't want to pay for the highly trained people ---  
28 you get the difference between the carpenters and the  
29 electricians and the plumbers and so on, where you get  
30 something approaching compulsory --- am I right?

MR. EBERLEE: The larger percentage  
of electricians are qualified.

MR. THOMPSON: You have building  
trades. How many would be carpenters in the building





1  
2  
3  
4 trades, probably a very, very small percentage?

5 PROFESSOR LOGAN: The building trades  
6 here, in 1961 it is about one-fifth of the total.

7 MR. THOMPSON: Carpenters about one-  
8 fifth of the total?

9 PROFESSOR LOGAN: They are the  
10 figures.

11 THE CHAIRMAN: 27,000 when you take  
12 the labourers out?

13 MR. CHAPPLE: Couldn't you almost  
14 fairly say the real reason for apprenticeship is the  
15 means of motivation rather than anything else?

16 PROFESSOR LOGAN: Motivation to whom?

17 MR. CHAPPLE: Motivation to encourage  
18 people to be trained to come into these trades. In  
19 other words, there doesn't seem to be any great demand  
20 by the public or by the building trades themselves so  
21 much as the apprenticeship being developed to form  
22 motivation for people to get into these trades.

23 PROFESSOR LOGAN: It is a type of  
24 demand largely that expresses itself in a different  
25 mood. If you bring in someone who hangs a door wrong  
26 and lets a draft in, it doesn't fit, there is an awful  
27 lot of cursing. If you put in a circular stairway,  
28 if there are cracks left, not even.

29 MR. CHAPPLE: If you want these  
30 things you hire someone who can do it.

THE CHAIRMAN: I think we all agree  
there is a shortage of skilled carpenters.

MR. CHAPPLE: I will agree with that.





frases, probably a very, very small percentage

THE CHAIRMAN: The original figures

here, in 1961 it is about one fifth of the total.

THE CHAIRMAN: Okay, now, what are

figures of the total?

THE CHAIRMAN: The total is

figures.

THE CHAIRMAN: I think you have

THE CHAIRMAN: (Sigh) I am sorry

fully say the real reason for opposition is the

means of motivation rather than motivation itself.

THE CHAIRMAN: The reason for

THE CHAIRMAN: I am sorry to

people to be motivated to come into the

other words, there doesn't seem to be any great

in the subject or in the building, that is,

much as in the building, that is,

activation for people to get to the

THE CHAIRMAN: It is a type of

around largely to a system itself in a

need. If you bring in someone who has a

and tells a story, it doesn't

it is a story, it is a story, it is a

of the story, not even.

THE CHAIRMAN: If you want to

things you find someone who can do it.

THE CHAIRMAN: I think we all agree

there is a shortage of skilled

THE CHAIRMAN: I will agree with that.



1  
2  
3  
4 THE CHAIRMAN: I know there are  
5 many people today who want to do interior work who are  
6 waiting for carpenters. I happen to be one of them.  
7 I could get wood butchers, but this is finishing. The  
8 house is built. It is remodeling. I am not going to  
9 pay an unskilled man who might spoil the interior of the  
10 house. These things are happening.

11 MR. CHAPPLE: You are going to wait.

12 THE CHAIRMAN: If we had the better  
13 class of carpenter --- we create jobs for people. You  
14 can go into a lot of new homes and find metal cabinets  
15 because they can't get a carpenter or cabinet maker  
16 to build them. You can find many things inside of a  
17 home today that used to be done with a carpenter or  
18 plasterer or one of the skilled trades where they are  
19 using board. You go in a bathroom and find board, tile  
20 board where they used to have people who were skilled  
21 to do this. You can't find these people. You can find  
22 some in the bigger cities, but you can't find many of  
23 them. That is why in thinking this way, if it were  
24 compulsory for these people who are in the skilled  
25 trades, to be certified and to be graded, we could  
26 create more jobs. That is what we are sitting here for.  
27 That is my thinking.

28 MR. THOMPSON: You have answered my  
29 question. You feel there is this dissatisfaction.

30 THE CHAIRMAN: There is and I know it.  
I think anyone in Ontario would tell you, that wanted to  
build, to go in a building and see the woodwork in the  
place, and the work that was done in the older buildings





1  
2  
3  
4 --- today you wouldn't see it, even in hotels or  
5 institutions. Look around.

6 PROFESSOR LOGAN: If you are connected  
7 with the government system, some seem to feel there is a  
8 responsibility in the government to hold up standards,  
9 and the people will find as they come to them, they  
10 are glad for them, even if they have to pay somewhat  
11 more for them. It is very much of another type of  
12 apprenticeship which has no government contact. It may  
13 be anyway, in some of it. There are no standards there.  
14 They are keeping to the minimum demand of the public,  
until the demand is maximum.

15 MR. THOMPSON: My point, in talking  
16 to some people, as well as holding up the standards,  
17 it would be a tendency just to hold up period. You  
18 have to have a certificate, and yet if there is this  
19 demand on the part of the public, I think this jeopard-  
20 izes the necessity. I appreciate the point if I am  
21 going to get my house checked by an electrician I would  
22 like some assurance the fellow knows what he is doing.  
23 I am wondering if in some areas such as carpentry, I  
24 wonder if there are changes taking place in building  
whereby you don't really need this very able and skilled  
person, getting into the great demand approach.

25 MR. EBERLEE: Isn't there quite a  
26 change in the carpentry trade? Years ago a man was all-  
27 round, today isn't there a little more specializing?  
28 In a housing development you have to simply nail the  
29 subfloor on. I don't suppose that would take a very  
30 high degree of skill.



--- today you wouldn't see it, even in a hole or

BRADSHAW: If you are connected

with the government system, some seem to feel there is a responsibility in the government to hold up standards, and the people will find as they come to them, they

and give for them, and if they have to pay somewhat

more for them, it is very much of another type.

apprenticeship which has no government contact. It may

be anyway, in some of it. There are no standards there,

they are keeping to the minimum demand of the public,

until the demand is maximum.

BRADSHAW: I'm going to be talking

to some people, as well as holding up the standards,

it would be a tendency just to hold on period. You

have to have a certain thing, and not if there is this

demand on the part of the public, I think this happens

often and never it. I appreciate the point if I am

going to get my money earned by an electrician, I would

like some to know the labor laws what he is doing.

I am wondering if in some areas such as carpentry, I

wonder if there are changes taking place in building

whereby you don't really need this very able and skilled

person, putting into the great learning approach.

BRADSHAW: Isn't there quite

change in the carpentry trades? Years ago a man was called

round, couldn't there a little more specializing?

In a housing development you have to simply nail the

subfloor on. I don't suppose that would take a very

high degree of skill.





THE CHAIRMAN: Hitting the nail with the hammer.

MR. EBERLEE: So you can get along with a so-called wood butcher.

THE CHAIRMAN: He shouldn't be classed as a carpenter, I don't think. He isn't a carpenter. A labourer can drive the nail if he has the strength.

MR. BOYER: The carpenter's helper?

MR. THOMPSON: Perhaps there is a problem that, if that is the case, the carpenters are not really doing highly skilled carpentry work. All these people getting into the field as carpenters --- there, perhaps, should be some top grade for top carpenters and we don't have it. They are all together.

MR. EBERLEE: There are some who would say the carpenter is the key fellow in a house construction job. He lays the whole thing out.

MR. THOMPSON: The type of carpenter who was going to do your interior is different than the man who was going to lay the structure of the house out.

THE CHAIRMAN: For instance, I looked at a building that was just finished. This building was to have beveled siding. They didn't know anything about beveled siding. They just knew it looked well on a house. They hired a so-called carpenter and instead of beveling the corners they butted them. That is wrong. A carpenter wouldn't do that. These things happen. These people paid for it. They weren't too sure how it should be. They went along with the job





THE CHAIRMAN: Hitting the nail with the hammer.

MR. LEBER: So you can get along with a so-called wood butcher.

THE CHAIRMAN: He shouldn't be classed as a carpenter, I don't think. He isn't a carpenter. A laborer can drive the nail if he has the strength.

MR. BOYER: The carpenter's helpers?

MR. THOMPSON: Perhaps there is a problem that, if that is the case, the carpenters are not really doing highly skilled carpentry work. All these people getting into the field as carpenters -- there, perhaps, would be some question about that. They are not carpenters. They are all laborers.

THE CHAIRMAN: Would any the carpenter is the boy taking in a house construction job, he takes the whole thing over.

MR. THOMPSON: The type of carpenter who was going to do your interior is different from one man who was going to lay the structure of the house out.

THE CHAIRMAN: For instance, I looked at a building that was just finished. This building was no more finished siding. They didn't know anything about beveled siding. They just knew it looked well on a house. They hired a so-called carpenter and instead of beveling the corners they putted them. That is wrong. A carpenter wouldn't do that. These things happen. These people paid for it. They weren't too sure how it should be. They went along with the job.



1  
2  
3  
4 and paid for it and somebody came in and said have you  
5 paid for it beveled because you got a square end and  
6 beveled siding. This happens, you see.

7 MR. MORNINGSTAR: Just butted together?

8 THE CHAIRMAN: Just butted and they  
9 had beveled siding.

10 MR. MORIN: If a carpenter is going  
11 to be a carpenter he must have certain ability if he  
12 is a qualified carpenter.

13 THE CHAIRMAN: That is what we are  
14 dealing with. That is why I brought this up.

15 MR. MORIN: Is that the purpose of  
16 this Committee?

17 THE CHAIRMAN: We are here to make  
18 recommendations to the government as to what we think  
19 of apprenticeship.

20 MR. MORIN: The purpose of this  
21 Committee isn't to help anybody across this province to  
22 learn a trade?

23 THE CHAIRMAN: Oh yes, that is a way  
24 of doing it. Otherwise, if we said leave it as it is  
25 now, that anyone can be a carpenter as long as he can  
26 get a job and his employer is satisfied he is a carpen-  
27 ter -----

28 PROFESSOR LOGAN: Incidentally, he  
29 is paid even while he is learning. He is paid, but not  
30 a journeyman's wages. When he takes his schoolwork he  
is paid to go to school and his way is paid to Toronto  
and back, even if he comes from the far end of the  
province.



and paid for it and somebody came in and said have you  
paid for it because you got a separate end and  
provided sitting. This happens, you see.

THE CHAIRMAN: Just buttoned together.

THE CHAIRMAN: Just buttoned and they

had provided sitting.

THE CHAIRMAN: I am not sure it is right  
to be a member of the committee. I am not sure  
it is a committee of members.

THE CHAIRMAN: I am not sure it is

dealing with what is now I found this way.

THE CHAIRMAN: Is that the purpose of

this Committee?

THE CHAIRMAN: We are going to make

recommendations to the Government as to what is right  
of appointments.

THE CHAIRMAN: The purpose of this

Committee isn't to help anybody, nor is it provided to  
learn a trade.

THE CHAIRMAN: Oh yes, that is a way

of doing it. Otherwise, if we said leave it as it is

now, that system can be a careered one and he can  
get a job and his employer is satisfied he is a member.

PROFESSOR DODD: In fact, as

is said even while he is learning, he is paid, but not  
a forty-men's wages. When he takes his schoolwork he  
is paid to go to school and his way is paid to Toronto  
and back, even if he comes from the far end of the



1  
2  
3  
4 MR. MORIN: That is the apprentice.

5 MR. CHAPPLE: What is a carpenter?

6 THE CHAIRMAN: What is a carpenter?

7 MR. CHAPPLE: To my mind, you  
8 mentioned we had butchers and people doing partial work  
9 --is it that fellow who can build a house or do certain  
10 operations in the building of a house, what is it? Is  
11 a carpenter --- for instance, you have architects, you  
12 have contractors. Is a carpenter sort of a contractor  
or what is he?

13 THE CHAIRMAN: What is a doctor?  
14 What is a dentist? What is a lawyer? What is a  
15 veterinary? What is a motor vehicle mechanic?

16 MR. CHAPPLE: These are people who  
17 have passed tests and are identified as such.

18 PROFESSOR LOGAN: He is a specialist.

19 MR. CHAPPLE: Carpenters are not?

20 THE CHAIRMAN: That is the point we  
are coming to.

21 MR. MORNINGSTAR: I think you would  
22 have to class them as you do with electricians, your  
23 A, B, C's. If you want a man to nail sheeting on a  
24 home, do rough work, you wouldn't require an A man.  
25 Maybe a B or C would do. Finishing, hanging doors,  
26 putting locks on, shelves --- you want a proper A man  
that would be qualified. Is that right?

27 THE CHAIRMAN: I don't know if that  
28 answers your question.

29 MR. CHAPPLE: It is coming closer.

30 THE CHAIRMAN: If you are going to

MR. BELMONT: That is the opposite.



1  
2  
3  
4 class a man, designate him to a certain trade or  
5 profession, there should be terms.

6 MR. CHAPPLE: The word carpenter is  
7 a very broad word. It covers almost everything to do  
8 with wood, anything apparently that will take place on  
9 wood.

10 THE CHAIRMAN: I think we can have  
11 woodworker, cabinet maker, we can have a carpenter.

12 MR. CHAPPLE: He wouldn't be a  
13 cabinet maker?

14 THE CHAIRMAN: I wouldn't think so.  
15 In my estimation that would be a little more skilled,  
16 or perhaps, someone who likes to do it. A lot of  
17 carpenters don't like to build cabinets because it is,  
18 well, tedious.

19 PROFESSOR LOGAN: The Committee,  
20 when you come to the Chairman's own profession here,  
21 we used to talk about the motor repair people. Now we  
22 have three types of motor repair and recognize three  
23 somewhat different trades.

24 The electricians are being dealt with  
25 in the British Columbia Report. There are three kinds  
26 of electricians. I have forgotten the expressions now,  
27 but they are recognized as three different trades in  
28 the British Columbia Report. I think the tendency is  
29 well that way. When you come to ask what are the trades  
30 you will find in some of the American bodies, and I  
31 think the same has been copied here in Canada, they are  
32 named, not a few dozen, but a hundred different trades  
33 and when you learn a trade according to the current



class a man, designate him to a certain trade or

profession, there should be terms.

THE CHAIRMAN: The first carpenter is

a very broad word, it covers almost everything to do  
with wood, meaning anything that will take place on  
wood.

THE CHAIRMAN: I think we can have

woodworker, cabinet maker, we can have a carpenter,

the woman's job is

THE CHAIRMAN: I wouldn't think of

in my estimation that would be a little more skilled,

of course, because they take a lot of

carpenters don't like to finish cabinets because it is

well, tedious

when you come to the electrician or plumber here,

we used to think of the motor repair shop, but we

have these electric repair and telephone lines

The electricians are being dealt with

in the British Columbia Report, there are three kinds

of electricians, I have forgotten the expressions now,

but they are recognized as three different trades in

the British Columbia Report, I think the tendency is

well that way, when you come to ask what are the trades

you will find in some of the American papers, and I

think the same has been copied here in Canada, they are

named, not a few dozen, but a hundred different trades

and when you learn a trade according to the current



1  
2  
3  
4 definition of trade, you are not covering such a wide  
5 area of responsibility as under these older impressions  
6 of electrician, carpenter and so on. There are different  
7 types.

8 Certainly it is in the traditional  
9 interpretation of the word "trade" or "craft", the skilled  
10 craftsman must be able to do everything in that craft.  
11 He has to be able to work at all the processes in the  
12 craft in his four years in order to be a master hand at  
13 it. We seem to be coming to the position of dividing  
14 these crafts up. Take the electricians, for example,  
15 and motor repair men --- that may be one development.

16 MR. CHAPPLE: What else can you do?

17 THE CHAIRMAN: In this trade a body  
18 man isn't a motor mechanic.

19 MR. CHAPPLE: Isn't the solution to  
20 come to a designation of what a carpenter means?

21 THE CHAIRMAN: That is what I say.

22 MR. CHAPPLE: If you are justifying  
23 what a carpenter is, this, this or this, first you are  
24 going to have to set qualifications for the particular  
25 type of thing this particular man is trained to do.  
26 He is trained to do this, this or this, or he covers  
27 the whole works. You are going to have it. You are  
28 going to put it to himself to train for the whole thing  
29 as time goes on and demand goes on.

30 THE CHAIRMAN: You might find someone  
starting as an apprentice and who is a good carpenter.  
This work has an appeal for him and he comes along fine  
and perhaps that fellow will go on to be a cabinet maker.

3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

definition of trade, and are not covering such a wide  
area of responsibility as under these other interpretations  
of electricity, control and so on. There are different

interpretations of the word "trade" and the skilled  
craftsmen must be able to do everything in their line  
and to be able to do it all the time. It is in this  
craft in his four years in order to be a master and an  
expert. We seem to be coming to the position of dividing  
these crafts up into the electricians, for example,  
and those who may be the development,  
and those who may be the body  
men isn't a motor mechanic.

come to a designation of what a carpenter is and  
what a carpenter is, this or that, is what I say.  
what a carpenter is, this or that, is what I say.  
going to have to get qualifications for the particular  
type of thing this particular man is trained to do.  
He is trained to do this, this or that, or he covers  
the whole works. You are going to have it. You are  
going to get it to be used to train for the whole thing  
as time goes on and demand goes on.

starting as an apprentice and who is a good carpenter.  
This work has an appeal for him and he comes along fine  
and perhaps that fellow will go on to be a cabinet maker.



1  
2  
3  
4 He must be a good carpenter, before a cabinet maker.  
5 He must know everything a carpenter needs to know and  
6 he is a finished carpenter, a skilled man. He could do  
7 anything in carpentry work. If he chose to be a  
8 carpenter, certainly it wouldn't necessarily mean to  
9 say I would call him for a cabinet maker. If I want  
10 a cabinet maker they wouldn't send a carpenter. He  
would be a cabinet maker.

11 MR. EBERLEE: Of course, apprenticeship,  
12 the course of training for carpenters, at least,  
13 theoretically turns out a good, really right at the top,  
14 an all-round man, and maybe it is too much --- maybe  
15 the course of study is too ideal and that is one reason  
16 why you don't get people into the trade.

17 PROFESSOR LOGAN: I think the  
18 Departments ----

19 MR. EBERLEE: You don't need perfect  
20 people.

21 PROFESSOR LOGAN: The term  
22 "machinest", there you have a well established concept  
23 in the minds of the people. He is a machinest. You can  
24 start out with something there. ~~It is nothing that some~~  
25 ~~of them are~~ taking down there. You can start in with  
26 a core of responsibility that all machinest would have,  
27 would have to be adept in performing. To reach this,  
28 he would get in various terms, different types,  
29 different responsibilities. Presumably that same line  
30 of division would hold in many places and you would  
have cabinet makers as part of the carpentry trade as  
a general trade, a subtrade within the carpentry trade.



he must be a good carpenter, before a cabinet maker.  
 He must know everything a carpenter needs to know and  
 he is a finished carpenter, a skilled man. He would be  
 starting in carpentry work. If he chose to be a  
 carpenter, certainly it wouldn't necessarily mean to  
 say I would call him for a cabinet maker. If I want  
 a cabinet maker they wouldn't send a carpenter. It  
 would be a cabinet maker.

Of course, carpenter.  
 ship, the course of training for carpenters, at least,  
 theoretically to be a good, really right at the top,  
 an all-around man, and he is too much -- maybe  
 the course of study is too broad and that is the reason  
 why you don't get people into the trade.  
 I think the

Departments ---

people.  
 "specialists", there you have a well established concept  
 in the mind of the public. He is a specialist. You can  
 start out with something there. It is a thing that some  
 of them are taking down there. You can start in with  
 a sort of responsibility that all specialists would have,  
 would have to be adept in performing. To reach this,  
 he would get in various ways, different types,  
 different responsibilities. Presumably that same line  
 of division would hold in every place and you would  
 have cabinet makers as part of the carpentry trade as  
 general trade, a specialist within the carpentry trade.





1  
2  
3  
4  
5 MR. EBERLEE: If you get things too  
6 specialized within the trade don't you get the situation  
7 where if there is unemployment in one specialty the man  
8 can't switch to something else? There is less mobility.

9 PROFESSOR LOGAN: Mr. Lucas, I have  
10 talked with him quite a bit. He is under Mr. McNeil.  
11 He is quite prepared to get a man who works in a machine  
12 shop and to learn to handle --- put everything in the jig,  
13 I guess that is the expression.

14 THE CHAIRMAN: Yes.

15 PROFESSOR LOGAN: He is around in  
16 the machine shop. He is fairly mobile so that only an  
17 extra six weeks of training would let him handle a lot  
18 of jobs in the machine shop.

19 THE CHAIRMAN: It would be machine  
20 shop work?

21 PROFESSOR LOGAN: To learn to handle  
22 one machine in the machine shop makes a person relatively  
23 mobile for others which suggests a type of specialization  
24 within a single concept of a trade which means something  
25 different than breaking them up altogether. That is  
26 you wouldn't have a dozen different trades, but within  
27 the particular craft or trade there are specializations  
28 which may only be temporary, but which could be expanded  
29 to other things.

30 MR. MORNINGSTAR: When you are a  
machinist you have to run any type of machine?

PROFESSOR LOGAN: Supposed to run ---  
that is what I was talking to Mr. McNeil about. They  
will be mobile even if they go into other jobs.



MR. BARNETT: If you get things too

specialized within the trade don't you get the situation where if there is unemployment in one specialty the man can't switch to something else? There is less mobility.

PROFESSOR LOGAN: Yes, I have

talked with him quite a bit. He is under Mr. McNeill.

He is quite prepared to get a man who works in a machine

shop and to learn to handle --- but everything in the jig.

I guess that is the expression.

MR. BARNETT: Yes.

PROFESSOR LOGAN: It is as simple as

the machine shop. It is fairly mobile so that only an

extra six weeks of training could be --- it is a lot

of jobs in the machine shop.

THE CHAIRMAN: It would be machine

shop work.

PROFESSOR LOGAN: To learn to handle

one machine in one machine shop makes a person relatively

mobile for others which suggests a type of specialization

within a single company of a trade which means something

different than breaking them up altogether. That is

you wouldn't have a dozen different trades, but within

the particular craft or trade there are specializations

which may only be temporary, but which could be expanded

to other things.

MR. BARNETT: When you are a

technician you have to run any type of machine.

PROFESSOR LOGAN: Supposed to run ---

that is what I was talking to Mr. McNeill about. They

will be mobile even if they do have other jobs.



1  
2  
3  
4  
5 THE CHAIRMAN: How else would they  
6 get that training if they didn't get it through the  
7 apprenticeship scheme? They would go on a machine, that  
8 would be their machine, they have their job and if that  
9 particular job would cease to function they would be out  
of a job; isn't that right?

10 PROFESSOR LOGAN: They would be out  
11 of a job except they would be ready for further training  
12 and with limited training they could go on any type of  
13 job of that kind.

14 THE CHAIRMAN: I find, I don't know  
15 what the rest think, we had heard apprenticeship is  
16 teaching them how to work, coupling head and hands.  
17 They haven't been taught these things. Twenty or thirty  
18 years ago every boy had a chore, something to do. He  
19 found out how to work or do something before he finished  
school. That is not happening.

20 MR. MORNINGSTAR: You mean they don't  
21 work?

22 THE CHAIRMAN: A lot of boys don't  
23 know how to couple head and hands. They have never worked.  
They don't know how to do it.

24 MR. CHAPPLE: Are you a contractor  
25 yourself, Mr. Chairman?

26 THE CHAIRMAN: No, we work for a flat  
27 rate, which is a contract basis, as far as that is  
concerned.

28 MR. CHAPPLE: Say, for instance, a  
29 contractor --- does he want experienced carpenters, or  
30 does he just want carpenters, men he can tell what to do

THE CHAIRMAN: Now the next one.

And that training if they didn't get it through the apprenticeship system. They would go on a machine, they would be doing that, they have the job and in the meantime they would be doing the training. It is a

very good idea. I think it is a very good idea of a job which they would be ready for further training and with limited training they could do any type of job of that kind.

THE CHAIRMAN: I think it is a very good idea. That is the next subject, we have to go on now. Teaching the boys to read, writing, and the other things. They haven't done the things they should do. They are not doing every day the things, so they are not doing the things they should be doing. They are not doing the things they should be doing. They are not doing the things they should be doing. They are not doing the things they should be doing.

THE CHAIRMAN: A lot of boys could know how to couple these and that. They have never known how to do it. They don't know how to do it. They don't know how to do it. They don't know how to do it.

THE CHAIRMAN: Yes, that is a very good idea. Yes, that is a very good idea. Yes, that is a very good idea. Yes, that is a very good idea.

THE CHAIRMAN: Yes, that is a very good idea. Yes, that is a very good idea. Yes, that is a very good idea. Yes, that is a very good idea.



1  
2  
3  
4  
5 and go and do the job as well as a carpenter could, but he  
6 doesn't need the knowledge or training of the carpenter?

7 THE CHAIRMAN: I would think he  
8 would, even in construction companies. I am not talk-  
9 ing about construction companies, who have been in the  
10 construction business for a long time and desiring to  
11 take in business, I believe they have a pride in their  
12 work and in their building, whatever they are doing,  
13 and they want the best type of men they can get when  
14 they are hiring. If they are not available they have  
15 to take the next best thing. These things have to be  
16 completed. If you need ten carpenters and can only  
17 hire one and you have to take him and nine other people,  
18 Anyone that is in that type of business would take pride  
19 in the building. He feels, he wants to see the best  
20 he can do for the money. You might have a few people  
21 that wouldn't. I don't think they stay in the business  
22 very long.

23 MR. CHAPPLE: In the actual finish-  
24 ing --- there is the time limit --- take the case of the  
25 mirror and so on, the case of doing the job, the extra  
26 finishing and so on, would they tend to eliminate a lot  
27 of the best workmanship on the -----

28 THE CHAIRMAN: That would depend on  
29 the people that are getting the job done. If they demand  
30 better standards they will be there.

31 MR. CHAPPLE: If they can't afford  
32 them and don't want it those standards wouldn't be  
33 necessary?

34 THE CHAIRMAN: I would think in the

THE CHAIRMAN: I would think in the



1  
2  
3  
4 building trade there must be a carpenter from the ground  
5 up. You don't want the foundation cracked. These things  
6 happen once in a while.

7 MR. HARRIS: Has anybody talked to  
8 the union people as far as carpenters are concerned, as  
9 to what they want? Are they interested?

10 MR. EBERLEE: Last year in the  
11 Carpenters' Union Brief to the Goldenberg Commission  
12 they went into the subject. They weren't dealing with  
13 the apprenticeship system but the implication of their  
14 brief was that there probably should be some form of  
certification.

15 PROFESSOR LOGAN: Some form of ----?

16 MR. EBERLEE: Certification. That  
17 was the inference I drew from it.

18 MR. GISBORN: That is encouraging.  
19 It is important what they want, whether they are  
20 interested.

21 MR. MORNINGSTAR: I certainly think  
22 if you are a contractor doing a great deal of work you  
23 would have two or three classes, two at least. You  
24 would have carpenters and finishers and if a carpenter  
25 couldn't do the finishing work he wouldn't get the same  
rate of pay.

26 THE CHAIRMAN: A house or building  
27 finishing, you would put a good man on that, the higher  
28 rate of pay to hang doors and finish, and you probably  
29 be starting another building, it wouldn't require the  
same experience.

30 According to our labour set-up today,



holding trade there with no responsibility for the  
up. I don't want to be a slave. These things  
Japan once in a while.

the union people as far as concerns the economy,  
to what they want to do is to be a slave.

the union people as far as concerns the economy,  
to what they want to do is to be a slave.  
the union people as far as concerns the economy,  
to what they want to do is to be a slave.  
the union people as far as concerns the economy,  
to what they want to do is to be a slave.

the union people as far as concerns the economy,  
to what they want to do is to be a slave.

the union people as far as concerns the economy,  
to what they want to do is to be a slave.

the union people as far as concerns the economy,  
to what they want to do is to be a slave.  
the union people as far as concerns the economy,  
to what they want to do is to be a slave.  
the union people as far as concerns the economy,  
to what they want to do is to be a slave.

the union people as far as concerns the economy,  
to what they want to do is to be a slave.  
the union people as far as concerns the economy,  
to what they want to do is to be a slave.

the union people as far as concerns the economy,  
to what they want to do is to be a slave.



our union set-up, a carpenter is a carpenter.

MR. MORNINGSTAR: It is the same rate, no classing?

THE CHAIRMAN: We pick two good ones out of then men, and the two good ones are not happy. You can't bring them for that.

MR. MORNINGSTAR: What was that?

THE CHAIRMAN: You hire ten men. You have two in ten that are good hanging doors. You may have two in ten that take these jobs at the same pay as the men who can't do it. This to me isn't fair. There is something wrong.

MR. MORNINGSTAR: It all depends on supply and demand. This is just a job and he takes it. If he couldn't he would drop back.

MR. EBERLEE: On the attitudes of the various groups on the subject we are going to have briefs from the Carpenters' Provincial Council. It hasn't come in, but I was advised in August they would prepare a brief.

MR. HARRIS: This was what I wanted to ask. On these categories I think we should hear from the unions.

THE CHAIRMAN: We will in time, I hope we will.

MR. EBERLEE: Unfortunately the briefs are not coming in very quickly. Apparently the summer is not a good time to work on briefs.

MR. THOMPSON: Could I just put this: I would like to make a note of this question to ask the



MR. MORRISON: It is the same

with the cleaning?

MR. MORRISON: Yes, it is the same

out of them, and the same

method, but the results are

very different. It is the same

method, but the results are

very different. It is the same

method, but the results are

very different. It is the same

method, but the results are

very different. It is the same

method, but the results are

very different. It is the same

method.

the various groups on the subject are going to

prepare a book on the subject. It is the same

method, but the results are

very different. It is the same

method, but the results are

very different. It is the same

method.

MR. MORRISON: It is the same

method, but the results are

very different. It is the same

method, but the results are

very different. It is the same

method, but the results are

very different. It is the same



1  
2  
3  
4  
5 union people, do they think the apprenticeship course  
6 is too ideal or too long for the market?

7 MR. HARRIS: I agree.

8 PROFESSOR LOGAN: A fair question,  
9 I think.

10 THE CHAIRMAN: Very good. Professor,  
11 if you would carry on.

12 PROFESSOR LOGAN: I have a lot to say.  
13 I haven't got very far with it. I want to call your  
14 attention, however, to a note I have in the first chart,  
15 the bottom curve which is the cancellations. Of course,  
16 the registrations are equal over an infinitive number  
17 of years to the cancellations plus the completions.  
18 They either get cancelled or they complete. That bottom  
19 line is significant in indicating the failure of a lot  
20 of them to finish. That has gone up somewhat, especially  
21 in 1957 - 1958, and again in 1961 it is relatively high.  
22 In other words, there are six hundred --- no, while  
23 there are eight hundred completions there are 250  
24 failures. That is those that have quit or have been  
25 dropped out for some reason.

26 MR. MORNINGSTAR: Wouldn't that be  
27 the same percentage? You get more completions, regis-  
28 trations and you get more cancellations?

29 PROFESSOR LOGAN: There are various  
30 reasons for cancellations, maybe a good job elsewhere or  
31 maybe they have to have more money and want to take those  
32 jobs, or it may be that the employers have to lay them  
33 off. For one reason or another these are drop-outs,  
34 either drop-outs or the employer has laid them off and

is too ideal or too long for the market?

Mr. [Name] - I agree.

Mr. [Name] - I agree.

I think.

Mr. [Name] - Very good. Professor,

if you could answer me,

Mr. [Name] - I have a lot to say.

I haven't had very much with it. I want to tell you

something, however, to a point I have in mind. I think

the action is a very important one.

It is a very important one.

I think it is a very important one.

and I think it is a very important one.

It is a very important one.

of this is a very important one.

in 1937 - 1938, and again in 1961 it is relatively high.

In other words, there are six hundred -- no, 500.

there are eight hundred competitors there are 500.

thirteen. That is those that have quit or have been

dropped out for some reason.

conditions that are

the same as that of the other competitors, which

conditions are very different from the other competitors.

There are various

conditions that are very different from the other competitors.

and I think it is a very important one.

one of it may be that the competitors have to have this

one of it may be that the competitors have to have this

one of it may be that the competitors have to have this



1  
2  
3  
4 they can't get in any place else. I have put in your  
5 notes there a paper dealing with drop-outs. This is  
6 the American story again. I don't think we had better  
7 stop to examine it. It is significant in the whole  
8 subject of apprenticeship. Is it to be regarded as  
9 waste?

10 MR. MORNINGSTAR: Which is this?

11 PROFESSOR LOGAN: It probably  
12 shouldn't be. It is not waste, I think, even if they  
13 stay in one year. It is something that requires quite  
14 a bit of attention, I think --- the reasons for drop-  
15 outs. These apprentices sometimes have families and  
16 they need money and there is a correlation between the  
17 number of children in the family and the number of  
18 drop-outs. There may be reasons that might be dealt  
19 with as a matter of public policy. It may be because  
20 they find that they don't like the trade and they  
21 decide they better get off at this point rather than  
22 continue into something they don't want to work at.  
23 They made a mistake. That would suggest there should  
24 be some attention to selection and advising or else  
25 they do get into the wrong subject and have to withdraw  
26 before they have been able to capitalize or before they  
27 have been able to give the manufacturer very much.

28 I think we will go on. The next chart  
29 has to do with motor vehicle repairs registrations. It  
30 includes all the motor vehicle people. I don't think I  
will stop with that. It involves the same three groups.  
Unfortunately the artist here has got that twisted.  
He has the completions in the middle, the completions





they can't get in any place else. I never saw in your notes there a paper dealing with drop-outs. This is the American story again. I don't think we had better stop to examine it. It is significant to the whole subject of apprenticeship. Is it to be regarded as

THE THIRTEEN FACTORS

shouldn't be. It is not waste, I think, even if they stay in one year. It is something that requires quite a bit of attention, I think -- the whole thing -- out. These apprentices are not in the same way as they need money and there is a connection between the number of children in the family and the number of drop-outs. There may be reasons that might be said, with as a matter of public policy. It may be that they find that they don't like the time and they decide they better get off at this point rather than continue into something they don't want to work at. They make a mistake. That would suggest that should be some attention to education and training or else they do get into the wrong subject and have to withdraw before they have been able to capitalize or before they have been able to give the manufacturer very much. I think we will go on. The next chart has to do with motor vehicle repairs registrations. It includes all the motor vehicle people. I don't think I will stop with that. It involves the same three groups. Informally the artist here has got that subject. He has the registrations in the states, the companies



1  
2  
3  
4 in a light line and the cancellations on the 401 so it  
5 is different. The lessons to be learned from that are  
6 very much the same and you can juggle with the  
7 interpretations. The people close to the industry would  
8 know a lot more about it than I could find out in quite  
9 a long space of time.

10 I am going to come to chart number 3.  
11 This time it is not registrations or cancellations but  
12 active at year end and the last year, of course, is  
13 1961. There were this number of apprentices in the  
14 building trades, at the extreme right, nearly 3,200  
15 tradesmen active, building trades apprentices enrolled  
16 at that time. I suppose that is after they have had  
17 the examinations and the completions for the year taken  
18 out, but for the four years, or sometimes the five years,  
19 resulting from those --- that period there, there are  
20 3,200 building trade apprentices there getting their  
21 training.

22 The second line is motor vehicle  
23 repairs, and you will notice the lines run pretty well  
24 together after all.

25 Is there more automation in one than  
26 the other? It may show a bit here and there, or is that  
27 largely just the general thing for both trades which are  
28 not very much alike? Is it a matter of tone-up as  
29 we progress across that line, in the number of  
30 apprentices standing active in training at the  
particular years? I think you must say that the building  
trades are well above the other one along about 1952  
to 1955. That is associated, probably, with the





1  
2  
3  
4 building trade boom. It might have started back a  
5 little earlier with the apprentices coming in. For  
6 some reason or other the motor mechanics have ceased  
7 to rise at that point, but they started again to come  
8 up and have passed the building trades. The people in  
9 the garages have become more numerous, that is the  
10 apprentices have become more numerous at the end of 1961  
11 than in the building trades. I don't know what that is.

12 Going back to the depression and coming  
13 out of the depression, the peak activities there ----

14 MR. MORNINGSTAR: The building trades  
15 dropped?

16 THE CHAIRMAN: In 1961 the building  
17 dropped.

18 MR. BOYER: During the war, of course,  
19 there are less cars on the road and a great deal of that  
20 training would have been taking place in the armed  
21 services.

22 THE CHAIRMAN: You couldn't get  
23 apprentices anyway, they were in the armed services.

24 MR. BOYER: In the same period the  
25 building trade apprentices advanced?

26 THE CHAIRMAN: For the simple reason,  
27 I think, you had a lot of defence building during that  
28 period.

29 MR. BOYER: Most of the motor vehicles  
30 that needed repair were in the armed forces --- perhaps  
that is the wrong way of putting it. They may have  
needed repair -----

THE CHAIRMAN: They weren't repaired.

believe that from it all, it is a good thing  
firstly earlier than the previous one, it is  
some reason at other the motor connection has to be  
to rise at that point, and the state, it is  
it, and have reason the building, the people in  
the houses have become more numerous, and is  
apartments have become more numerous at the same time  
than in the building, I don't know what that is.  
Going back to the motor and building  
and of the building, the peak activities there ---

Groups

THE CHAIRMAN: In fact, the building

building

THE CHAIRMAN: In fact, the building  
there is a lot of building, and it is a good thing  
building, and it has been building, and it is a good thing

THE CHAIRMAN: In fact, the building

apartments, they are in the same building,  
THE CHAIRMAN: In fact, the building

building, and it has been building, and it is a good thing

THE CHAIRMAN: In fact, the building

I think, and it is a lot of building, and it is a good thing  
building, and it has been building, and it is a good thing

THE CHAIRMAN: In fact, the building

that building, and it has been building, and it is a good thing  
that is the wrong way of building, and it is a good thing

building, and it has been building, and it is a good thing

THE CHAIRMAN: In fact, the building



1  
2  
3  
4 You had gas rationing.

5 MR. BOYER: That is why there would  
6 be a change.

7 THE CHAIRMAN: You couldn't get tires.

8 PROFESSOR LOGAN: That period right  
9 after the war, I suppose after the minor depression,  
10 there might have been a lot of relatively easy entice-  
11 ment to returning men, having it made easier for them  
12 to come in on the basis of the experience they had in  
13 the war activities. I am no authority on that. You  
14 notice they are going up rather fast, and the rise  
15 starts in connection with the later years in the war. The  
16 depression---in Mr. Macaulay's book --- I suppose that  
17 plays its part in this. I don't think we need to go  
18 into it. We haven't time to go into it.

19 MR. MORNINGSTAR: It is very inter-  
20 esting.

21 THE CHAIRMAN: Pardon me, Professor,  
22 if I may: I think we should have an adjournment for  
23 lunch. Could you come back at two o'clock and we could  
24 give you another half or three-quarters of an hour?  
25 Would that help instead of rushing you?

26 PROFESSOR LOGAN: I would be glad to  
27 get rid of some of the rubbish.

28 MR. MORNINGSTAR: I wouldn't say it  
29 was rubbish.

30 THE CHAIRMAN: Fine. We will adjourn  
now and give you three-quarters of an hour or longer.

--- Luncheon adjournment until two o'clock.





You had gas rationing.

MR. JONES: That is why there would

be a change.

THE CHAIRMAN: You couldn't get it.

After the war, I suppose after the minor depression, there might have been a lot of relatively easy outlets for returning men, but it would be more easy for them to come in on the basis of the experience they had in

the war activities. I am not sure in that, you

notice they are going to get on their feet, and the

return in connection with the labor force in the war, for

compression--in Mr. Macaulay's book--I suppose that

have been in that. I don't think we have to go

into it. We haven't got to go into it.

MR. JONES: It is very interesting.

esting.

if I may: I think we should have an adjournment for

lunch. Could you come back at two o'clock and we could

give you another half or three-quarters of an hour?

Would that help instead of rushing you?

PROFESSOR JONES: I would be glad to

get rid of some of the rubbish.

MR. JONES: I wouldn't say it

was rubbish.

THE CHAIRMAN: Well, we will adjourn

now and give you three-quarters of an hour or longer.

--- lunchroom adjournment until two o'clock.



1  
2  
3  
4 --- On resuming at two o'clock  
5

6 THE CHAIRMAN: Gentlemen, we have  
7 a quorum so if Professor Logan would like to continue  
8 we shall go on.

9 PROFESSOR LOGAN: Thank you, Mr.  
10 Chairman.

11 MR. HARRIS: I do not understand  
12 number 4, the others are self explanatory but I do not  
13 understand number 4.

14 PROFESSOR LOGAN: I think that is the  
15 same as number 3. The only thing is we broke it down  
16 and these are the active contracts at the year end in  
17 four building trades taken separately; the other was  
18 building trades as an entirety but these are the four  
19 taken separately to see how they stood in this matter of  
20 active contracts at the end of the year. This is for  
21 the year 1961. It simply means that your top one, the  
22 electricians, they had inactive there nearly 1,000  
23 apprentices.

24 MR. HARRIS: That is fine, the word  
25 "contracts" was misleading to me.

26 MR. EBERLEE: Is there any explana-  
27 tion for the fact that the electrical and plumbing groups  
28 have such a large number of active contracts, such a  
29 large proportion of the people engaged in the industry  
30 are obviously going to become journeymen and bricklaying  
and carpentry is so terribly low?

31 PROFESSOR LOGAN: It simply means  
32 that they are taking in more registrations in plumbing.

--- On assuming as two distinct

THE CHAIRMAN: Gentlemen, we have a program so if Professor Cohen would like to contribute we shall go on.

MR. HERBERT: I do not understand

number 1, the points are solidly established but I do not understand number 2.

MR. HERBERT: I think that is the

same as number 2. The only point is no doubt, in fact, and these are the active contracts at the year 1961 in building trades taken separately; the other was building trades as an aggregate but these are the total taken separately to see how they stood in this matter of active contracts at the end of the year. This is for the year 1961. It simply means that year for one, the electricians, they had inactive there nearly 1,500

MR. HERBERT: That is fine, the were

"contract" was misleading to me.

MR. HERBERT: Is there any explanation

then for the fact that the electrical and plumbing groups have such a large number of active contracts, such a large proportion of the people engaged in the industry are obviously going to become journeymen and outskilling

and carpentry is so terribly low?

MR. HERBERT: It simply means

that they are taking in more registrations in plumbing.



1  
2  
3  
4  
5 There were either more registrations or else there were  
6 less cancellations. In a long period of time the  
7 plumbers have built up --- you go back to the beginning  
8 of the situation back in 1929 and through the 1930's,  
9 the carpenters were as big as the plumbers, not quite  
10 but almost. Evidently all through the period there have  
11 been less carpenters than plumbers under active contracts.

12 MR. EBERLEE: Mr. McNeill, the  
13 Director of Apprenticeship, I wonder if it is a question  
14 that he would like to answer at this stage.

15 MR. MCNEILL: I think there are  
16 several reasons that registrations look like that. One  
17 reason, I think, maybe one of the prime reasons is the  
18 carpenters, if you take them as a trade, they take them  
19 in the back door by the thousands. From their own  
20 figures there are some forty thousand carpenters in  
21 Ontario, and there are less than two hundred apprentices.  
22 They will take anybody into carpentry who has a saw and  
23 hammer in the years gone by. They will take a man in  
24 who can do nothing but nail on sheeting and they call  
25 him a carpenter. In the mechanical trades, the plumbing,  
26 steamfitting, sheet metal, and the electrical mechanical  
27 trades, they take a much higher background in the  
28 electrical. In Toronto you have difficulty getting in  
29 without grade twelve, the requirements are quite high.  
30 I think this is a natural thing to happen; when people  
see there is a challenge they meet that challenge. We  
have no scarcity of boys wanting to get into the  
mechanical trades, we cannot get the boys interested in  
the others because they have to have a four year



There were either more registrations or else there were  
less cancellations. In a long period of time the  
members have built up -- you go back to the beginning  
of the situation back in 1911 and through the 1920's,  
the carpenters were as big as the plumbers, not quite  
but almost. Evidently all through the period there have  
been less carpenters than plumbers under active contracts.

Director of Apprenticeship, I wonder if it is a question  
that he would like to answer at this stage.

Mr. McCall: I think there are  
several reasons that registrations have been low. One  
reason, I think, might be one of the other reasons is the  
carpenters, if you take the other side, they take the  
in the back end of the business, from their own  
figures there are some forty thousand carpenters in  
Ontario, and there are less than ten thousand plumbers.  
They will take anybody into carpentry who has a saw and  
hammer in the back of his head. They will take a man in  
who can do nothing but nail on shingles and they will  
take a carpenter. In the mechanical trades, the plumbing,  
sheet metal, and the electrical mechanical  
trades, they take a much higher background in the  
educational. In Ontario you have difficulty getting in  
without twelve, the requirements are quite high.  
I think this is a natural thing to happen when people  
are there is a challenge they are a real challenge. No  
one has a quantity of love wanting to get into the  
mechanical trades, so don't get too busy interested in  
the others because they have to have a fair year





1  
2  
3  
4  
5 apprenticeship in carpentry. Then some man comes on the  
6 job for a few months and gets a journeyman's rate because  
7 he is twenty-one years of age and here is the poor  
8 apprentice serving four years at a thirty-five per cent  
9 rate of pay, so he drops out and becomes a carpenter  
without any training.

10 MR. HARRIS: Is there need for  
11 apprenticeship in carpentry?

12 MR. McNEILL: Very much so. In some  
13 cases I think you may recall when we were here earlier  
14 in the year we mentioned something about this where a  
15 man goes in and he actually becomes a specialist, he  
16 does the one job and if through automation or change of  
17 material that job disappears then that man is just a  
18 common labourer. However, if he received the proper  
19 training in the different facets of the trade, if he  
20 does not get sheeting nailing on to do, then he could do  
21 the trim. However, a man with only one job is nothing  
22 more than a labourer. You can take any job in any trade  
23 and give a few months' training to a man to do a job  
24 but that does not make him a tradesman. I think this is  
25 what happened in carpentry and the same in plastering,  
bricklaying, masons, painting and decorating; in those  
trades we had a terrible time getting apprentices.

26 THE CHAIRMAN: Thank you, Mr. McNeill.

27 PROFESSOR LOGAN: Well, to pass on;  
28 I said this morning when I started out we were talking  
29 of the accomplishment of the organization especially  
30 with the apprentices in the designated trades. I think  
we had spent almost all our time on the accomplishments





apprenticeship in carpentry. Then some man comes on the  
 job for a few months and gets a license and gets into business.  
 He is twenty-one years of age and he is the poor  
 apprentice serving four years at a thirty-five per cent  
 rate of pay, so he keeps on and becomes a journeyman  
 without any money.

Q. Now, is there need for  
 apprenticeship in carpentry?  
 A. Yes, much so. In some

cases I think you may recall when I was in the  
 in the year or so before the war, the carpentry  
 was gone in and he was a journeyman. He was  
 took the one job and if through a mistake or change of  
 material that he was supposed to do that he was  
 common laborer, however, in the position of a  
 training in the different trades at the same time, it is  
 does not get ahead, waiting on to go, then he could be  
 the first. However, a man with a license for a journeyman  
 more than a laborer. You can take any job in any trade  
 and give a few months' training to a man to go on job  
 but that does not take him a journeyman. I think this is  
 what happened in carpentry and the same in plumbing,  
 bricklaying, masonry, painting and decorating; in these  
 trades we had a terrible time getting journeymen.

I said this morning when I started out we were talking  
 of the establishment of the organization especially  
 with the apprentices in the different trades. I think  
 we had spent almost all our time on the journeymen's



1  
2  
3  
4  
5 in terms of interpreting these charts and some other  
6 matters we got into. I had said very little about the  
7 organization and I am not going to stop long at this  
8 time because I suspect it must be fairly familiar with  
9 you.

10 Mr. McNeill, again, could give this  
11 from first hand better than I could but I would just like  
12 to say a word about organization. I mentioned this  
13 morning that the federal aspect of things, how they have  
14 been doing some work in connection with this, preparing  
15 pamphlets out of their research work and so on and  
16 distributing them around. Some of these you have in your  
17 hands, I know, and in addition to that they are giving  
18 their placing their financial help, stimulating the  
19 provinces to do something in the way of apprenticeship.  
20 That lead certainly has had a lot of effect in giving  
21 this boost that we see in these charts, the fact that  
22 Ottawa, the gold old milking cow there seems to be  
23 doing something and it is reaching out into this area.

24 Now, the federal government has no  
25 responsibility, they place no particular importance on  
26 organizing apprentices; that is left to the provinces.  
27 This is in contrast with the United States because, as  
28 I suggested, there the federal government is taking a  
29 much larger part in giving a lead to organization and  
30 working with the States and these are responsibilities  
covering constitutionally the manufacturing and so on  
of the country. They go in and they go through and get  
their completion certificates over the areas that they  
have responsibility for, but they work with the States.



in terms of interpreting these charts and some other matters we get into. I had said very little about the organization and I am not going to stop long on this time because I suspect it must be fairly familiar with you.

Mr. McNelly, again, could give this

from first hand better than I could but I would just like to say a word about organization. I mentioned this morning that the federal aspect of things, how they have been doing some work in connection with this, preparing pamphlets out of their research work and so on and distributing them around. Some of these you have in your hands, I know, and in addition to that they are giving their placing their financial help, extending the provinces to do something in the way of apprenticeship. That lead certainly has had a lot of effect in giving this boost that we see in these charts, the fact that Ottawa, the gold old mining cow there seems to be doing something and it is reaching out into this area. Now, the federal government has no

responsibility, they place no particular importance on organizing apprentices, that is left to the provinces. This is in contrast with the United States because, as I suggested, there the federal government is taking a much larger part in giving a lead to organization and working with the states and these are responsibilities covering constitutionally the manufacturing and so on of the country. They go in and they go through and get their completion certificates over the areas that they or, but they work with the states.



1  
2  
3  
4 In their particular area they do their organizing and  
5 a very fine stimulation to promote more apprenticeship  
6 and have developed an "on-their-toes" organization at  
7 the federal level. These pieces of literature I am  
8 handing out today exist largely on account and from the  
9 intent of the Federal Bureau and the Department of Labour  
10 in Washington.

11 Now, when you come to Ontario  
12 you have a pagoda of committees and you have the  
13 director whom you have just listened to and you have  
14 out over the province certain inspectors. I think Mr.  
15 McNeill rather quarrels with the term "inspector". He  
16 thinks of them as consultants and people who look into  
17 the situation all over the province as to how the  
18 apprentices are doing and any difficulties which may  
19 have arisen from any quarter. These difficulties are  
20 likely to be brought into committees to be discussed and  
21 given whatever attention they are supposed to need.  
22 Now, in Ontario you have one committee --- well, you  
23 have the Board and in the first place the Board of  
24 Industry and Labour which has the responsibility at the  
25 top for the appointments and various matters, but this  
26 is very much of a top responsibility, it does not come  
27 down into the light of the problems, and the quality of  
28 the organization beneath except as it might have to do  
29 with appointments, I suppose. That is rather a general  
30 statement, but I will hazard there is some truth in it.

31 Secondly, you have provincial committees  
32 composed of equal representatives of the employees'  
33 unions and the employers and that is called the Provincial

In their particular areas they do their organizing, and a very fine stimulation to promote more apprenticeship and have developed a "on-their-toes" organization at the Federal level. These pieces of literature and the handling are today exist largely on account and from the intent of the Federal Bureau and the Department of Labor in Washington.

Now, when you come to Ontario you have a pagoda of committees and you have the director whom you have just listened to and you have one over the province certain inspectors, I think Mr. McNellie rather closely with the term "inspector". He thinks of them as consultants and people who look into the situation all over the province as to how the apprentices are doing and any difficulties which may have arisen from any quarter. These difficulties are likely to be brought into committee to be discussed and given whatever attention they are supposed to need.

Now, in Ontario you have one committee --- well, you have the Board and in the first place the Board of Industry and Labour which has the responsibility at the top for the appointments and various matters, but this is very much of a top responsibility, it does not come down into the light of the problems, and the matter of the organization beneath except as it might have to do with appointments, I suppose. That is rather a general statement, but I will hazard there is some truth in it. Secondly, you have provincial committees

composed of equal representatives of the employees' unions and the employers and that is called the Provincial





1  
2  
3  
4 Advisory Committee. Again, there is a committee of that  
5 kind for the building trades, one for the motor repair  
6 people, and altogether I believe there are five  
7 provincial advisory committees covering the whole  
8 province.

9 Again, I think it is fair to say they  
10 operate chiefly in an advisory capacity, that they do  
11 not go right down to the level of the actual work of the  
12 apprentice, the making of apprentices and training.

13 But you come down next to the local,  
14 the so-called local committees and there you have more  
15 committees. You have the same set of committees, the  
16 building trades have its committee, and the motor repair  
17 people have their committee and so on, you have the  
18 five or whatever it is, but geographically now you  
19 reach out and not only do you have them for Metropolitan  
20 Toronto but you have them associated with areas all  
21 over the province: London, Ontario, Windsor and I  
22 believe Ottawa. I am not sure of those places, but  
23 you have perhaps as many as thirty in these local  
24 committees, and we are sitting here in the centre of  
25 things. In the time I have been associated with the  
26 Department of Labour down here on this Commission, that  
27 seems to ~~me to be~~ pretty close to the centre of  
28 activities. This local committee consists of  
29 representatives of the two sides, the leaders of labour  
30 being very permanent there and various employers and  
the representatives of the Department, either Mr.  
McNeill or Mr. Lucas, playing their role at the sessions.  
One is being held here just about now. These are the





Advisory Committee. Again, there is a committee of that  
kind for the building trades, one for the motor repair  
people, and altogether I believe there are five  
provincial advisory committees covering the whole  
of the province.  
Again, I think it is fair to say they  
operate chiefly in an advisory capacity, that they do  
not go right down to the level of the actual work of the  
apprentice, the making of apprentices and training.  
But you come down next to the local,  
the so-called local committee and there you have more  
committees, you have the same sort of committees, the  
building trades have its committee, the motor repair  
people have their committee and so on, you have the  
five or whatever it is, but geographically now you  
reach out and not only do you have them for Association  
Toronto and you have them associated with areas all  
over the province: London, Windsor, Hamilton and I  
believe Ottawa. I am not sure of those places, but  
you have perhaps as many as thirty in these local  
committees, and we are sitting here in the centre of  
things. In the time I have been associated with the  
Department of Labour down here on this Commission, that  
seems to me to be pretty close to the centre of  
activities. This local committee consists of  
representatives of the two sides, the leaders of labour  
being very prominent there and various employers and  
the representatives of the department, which is  
headed by Mr. Lucas, playing their role as the assessors,  
the impartial ones that are now. There are the



1  
2  
3  
4  
5 committees that are receiving actual problems introduced  
6 from the inspectors who go around to wherever they may  
7 be, finding out any difficulties of the individual  
8 apprentice in schoolwork. There are some problems of  
9 policy beyond the problems of the individual coming in,  
10 but they meet from time to time and carry through their  
11 actual responsibility of dealing with cases.

12 I was talking this morning about the  
13 Provincial Institute of Trades and it has its interest  
14 in what these committees are doing, of course, because  
15 the students who are taking their work here at Nassau  
16 Street are going to have certain matters referred to  
17 and attended to with these local committees.

18 We were talking about that at one time  
19 this morning, the point of strain existing between  
20 people who are interested; the school people who speak  
21 strongly and think strongly in terms of achievement  
22 as registered in tests and examinations and the point  
23 of view of the other side which thinks in terms of  
24 time served and the supposition or the belief that  
25 people who do their work in the school are entitled to  
26 their reward. For the most part they receive it in the  
27 form of certificates of completion at the end of the  
28 course.

29 I am going to drop at this point or-  
30 ganization and I guess I only have a few minutes but I  
31 have something to say on trade unions and their area of  
32 influence. There could be some enlargement on this,  
33 I think, to the advantage of the Legislative Committee.

34 I have already made it clear that the



committees that are receiving more and more information from the inspectors who go around to wherever they may be, finding out any difficulties of the individual appropriate in schoolwork. There are some problems of policy beyond the problems of the individual coming in, but they must find time to time and carry through in the actual responsibility of dealing with cases.

was talking this morning about the provincial institute of teachers and it was the latest in what these committees are doing, of course, because the students who are taking their work now at Mass Street are going to have certain studies referred to and attended to when these local committees are talking about that as one of

this morning, and what is at the existing between people who are interested; the school people and some strongly and think strongly in terms of achievement as registered in tests and examinations and the prime of view of the other side which think in terms of time served and the opposition of the belief that people who do their work in the school are entitled to their reward. Now the next part they reserve is in form of certification of completion at the end of the

I am not sure at this point or whether there is a question of the award but I have something to say on these unions and their area of influence. There could be some alignment on this, I think, to the advantage of the Legislative Committee. I have already made it clear that the



trade unions speak through their representatives in these committees. They are represented in the committees, they are equal to the other side in the committees in point of numbers. Some may have thought about the various interests and these interests are bound to be registered from the circumstance that they are there in equal number with the others. That is apart from the representative of the Department who has stayed with them. Not only that, but apart from their place on the committees, the trade unions speak through the trade agreements and you can conceive a trade agreement between the plumbers for this area here in Toronto, that is Metropolitan Toronto, reaching out to all the plumbers to a master agreement in this area, reaching agreement with the organization of employers on matters of wages, matters of working conditions and matters with respect to apprentices. Back of those trade agreements with the trade unions are the constitutions, the internationals, and sometimes you pick up a trade agreement perhaps for plumbers and you turn to the constitution and find almost the same words, because it is taken almost directly from it. In this way you have in these matters a lot of what the international in the States have. Beyond what the international rights down there in its constitution, there is a considerable area in which the locals are the determiners, and there may be a considerable difference, and it may be found in some of these matters of apprenticeship. I am not sufficiently interested in it, one would have to make examination of trade agreements to find out how far the locals are the



trade unions speak through their representatives in  
these committees. They are represented in the committees,  
they are equal to the other side in the committees in  
point of numbers. Some may have thought about the  
various interests and these interests are bound to be  
registered from the circumstance that they are there in  
equal number with the others. That is apart from the  
representative of the department who has stayed with  
them. Not only that, but apart from their place on the  
committees, the trade unions speak through the trade  
agreements and you can conceive a trade agreement between  
the plumbers for this area here in Toronto, that is  
Metropolitan Toronto, reaching out to all the plumbers  
to a master agreement in this area, reaching agreement  
with the organization of employers on matters of wages,  
matters of working conditions and matters with respect  
to apprentices. Back of those trade agreements with the  
trade unions are the constitutions, the international,  
and sometimes you pick up a trade agreement package for  
plumbers and you turn to the constitution and find  
almost the same words, because it is taken almost  
directly from it. In this way you have in these matters  
a lot of what the international in the States have.  
Beyond what the international rights down there in its  
constitution, there is a considerable area in which the  
locals are the determiners, and there may be a consider-  
able difference, and it may be found in some of these  
matters of apprenticeship. I am not sufficiently  
interested in it, one would have to make examination of  
trade agreements to find out how far the locals are the





1  
2  
3  
4 creators of the trade union message and influence, but  
5 I think it is rather an important feature. There are  
6 some opinions around that think the trade union is more  
7 or less of a nuisance in this whole area. I would  
8 think that is an exaggeration, I would think perhaps it  
9 would be a fine thing in connection with apprenticeship  
10 if the trade unions were to produce a group of people  
11 with sufficient education --- I am using that term in  
12 a very broad sense --- education and outlook to work  
13 more coordinately and satisfactorily with the represen-  
14 tatives of the other sides. There is considerable  
15 strain sometimes in proving up these apprenticeship  
16 arrangements. Perhaps I had better put it this way,  
17 the trade unions represent somewhat of a traditional  
18 outlook, and in terms of aggressive build-ups here,  
19 thinking in terms of changes and developments that might  
20 be made, I would think that if the Department of  
21 Educations especially would have quite a bit of criti-  
22 sizing of trade union influence. However, the trade  
23 unions --- I have been looking at it from the standpoint  
24 that workers probably represent the outlook of workers,  
25 and apart from the education, the possibilities of  
26 education and the understanding of problems as a result  
27 of education, the trade unions are bringing something  
28 to the apprenticeship development.

29 The Department of Labour stands as a  
30 Department within government that deals with collective  
agreements, with industrial relations, and the trade  
unions are the spokesmen in industrial relations for the  
labour side, and apprenticeship is tied in with labour





creators of the trade union movement and influence, but I think it is rather an important feature. There are some opinions abroad that think the trade union is more or less of a nuisance in this whole area. I would think that is an exaggeration. I would think generally it would be a fine thing in connection with international trade union work to provide a source of people with sufficient education --- I am saying that from a very broad sense --- education and culture to help more cooperatively and actively work with the rest of the world. There is considerable activity of the other side. There is considerable activity in providing those opportunities for arrangements. Perhaps I had better put it this way, the trade union movement generally of a national outlook, and in some cases aggressively national outlook, in terms of changes and developments that which we make. I would think that is the important of international cooperation would have with a bit of criticism of trade union influence. However, the trade unions --- I have been looking at it from the standpoint that we are probably somewhat in a kind of a position and apart from the education, the possibilities of education and the understanding of problems as a result of education, the trade unions are playing something of a significant role.

The Department of Labour stands as a Department within Government that deals with collective agreements, with industrial relations, and the trade unions and the employers in industrial relations for the labour side, and approximately is also in the labour



1  
2  
3  
4 agreements which has a feature in industrial relations,  
5 it must not be out of accord with a collective bargain-  
6 ing agreement, it must fit in.

7                     There I think is something the  
8 Committee might very well be thinking about in connection  
9 with the unions' side of this, unions representing or  
10 unions being the spokesmen for the majority of the  
11 workers of the country, presumably. It goes through into  
12 this apprenticeship matter.

13                     Now, I want to leave the non-designated  
14 trades; these last words are not confined to the non-  
15 designated trades. I will discuss this in a very few  
16 sentences.

17                     The question arises here that is not  
18 answered: "Are other trades that are not in this  
19 designated group discriminated against and how?"

20                     I think we have drawn the picture  
21 sufficiently clearly to understand that the designated  
22 trades have a considerable amount of money spent on them,  
23 taking them to school, taking them back home again, and  
24 in general, apprentices that go through have a consider-  
25 able advantage due to the fact that these are designated  
26 and others are not. Why are they designated? Why are  
27 the others designated against? Why has not a machinist  
28 just as much right, a young machinist has as much right  
29 to have government expenditures around him as a building  
30 tradesman?

31                     The fact simply seems to be that in  
32 this projection of things he has not.

33                     I would say this, that with the

agreements which has a bearing on industrial relations,  
it must not be out of accord with a collective bargain-  
ing agreement, it must fit in.

There I think is something.  
Committee might very well be thinking about in connection  
with the unions' side of this, unions representing or  
unions being the spokesman for the majority of the  
workers of the country, presumably, it goes through into  
this apprenticeship matter.

Now, I want to leave the question of  
unions; these facts are not confined to the non-  
designated trades. I will discuss this in a very few  
moments.

The question arises here that is not  
answered: "Why, then, should we not do in this  
designated trades?"

I think we have to ask the question  
relatively clearly to understand that the designated  
trades have a considerable amount of work to do, and  
taking them to school, taking them to school, and  
in general, suggestions that we should have a  
little advantage due to the fact that these are better  
and others are not. Why are they better? Why are  
the others designated against? Why has not a machine  
been set up right, a young machine? Has he not  
to have got recent exportations around him as a building  
trade?

The fact simply seems to me that in

I would say this, that with it



1  
2  
3  
4 extension of designated trades --- of course, we can  
5 reach out to apprentices generally, but where do you find  
6 them? You do not find them congregated as in the  
7 building trades and with the motor mechanics. If you  
8 are to go into the pulp and paper industry you would  
9 find a lot of electricians there, but how are they  
10 organized? I remember that in days gone by in Western  
11 Ontario there was a man there by the name of Ernie Ingles  
12 who was head of the electricians' union. Now, this man  
13 was fighting hard to get the electricians in these  
14 pulp and paper plants together with the electricians'  
15 union. However, I think in the main, across the years,  
16 he failed in this. I think there was some reason to  
17 them, they might do better in the way of wages than as if  
18 they had done otherwise. Across the years, I am not too  
19 sure I am talking one hundred per cent truth in this,  
20 but most of them have gone with the industrial union  
21 because they like to be with the others and to be taken  
22 away from the larger groups and be associated with  
23 people who are miles and miles away. Perhaps that  
24 literally does not appeal to them. Anyway, I think  
25 you will find a large part of the potential apprentices  
26 are tied in with the industrial union as a man with  
27 industry. It is true to say that they are discriminated  
28 against, but looking at it practically, would it be  
29 advantageous, would it be easy to deal with them or to  
30 take them away because they are in closer association  
with the people around them? Would it be more to their  
liking as well as to their interests? That is the  
question.

extension of designated trades -- of course, we can reach out to apprentices generally, but where do you find them? You do not find them concentrated as in the building trades and with the motor mechanics. If you are to go into the pulp and paper industry you will find a lot of electricians there, but how are they organized? I remember that in days gone by in London Ontario there was a man there by the name of James Hales who was head of the electricians' union. Now, this man was fighting hard to get the electricians in these pulp and paper plants together with the electricians' union. However, I think in the main, across the board, he failed in this. I think there was some reason for this, they might be better in the way of wages than as they had done otherwise. Across the years, I am not too sure I am talking and I am not too sure I am talking but most of them have gone with the industrial union because they like to be with the others and to be taken away from the larger groups and be associated with people who are miles and miles away. Perhaps that literally does not appeal to them. Anyway, I think you will find a large part of the potential apprentices are tied in with the industrial union as a union in industry. It is true to say that they are discriminated against, but looking at it practically, would it be advantageous, would it be easy to deal with them or to take them away because they are in closer association with the people around them? Would it be more to their liking as well as to their interests? That is the





Well now, who are the potential apprentices over this wider area and where are they? I am distributing these three papers with you here, and they are all from Washington, it is this Bureau in Washington and the committee there and the money that Washington has to spend on these researches and so on, the result is they seem to produce a lot of studies and they seem to be of a high order. I have adapted some of the longer articles down into something you will get to the pith of without bothering to read the whole thing. One of these has to do with the tool and die industry which I understand is closely associated with the root of our whole industrial system. I think this is very interesting and instructive, the message that comes out of that paper and I am leaving that with you.

MR. EBERLEE: I think we should mark that as Appendix 3.

PROFESSOR LOGAN: The second one I have is on foundry skill requirements and training needs.

MR. EBERLEE: That will be Appendix 4.

PROFESSOR LOGAN: That is another important industry because it is an industry where there is a lot of potential apprentice material in small places the same as tool and die, lots of machinist tool and die people and lots of electricians of that type.

Lastly, we have the aircraft and here is a story of the aircraft industry and of the apprentices in it. I think that a rather fine message. I have been trying to get into the industries around here, but it is not a job for a man of my type with no experience in





Self now, who are the potential

opportunities over this wider area and where are they?

I am distributing these three papers with you here, and

they are all from Washington, it is this manner in

Washington and the cost factor there and the money that

Washington has to spend on those researches and so on,

the result is they seem to produce a lot of studies and

they seem to be of a high order. I have selected some

of the longer articles down into something you will get

to the pitch of without believing to read the whole thing,

one of these has to do with the fuel and the industry

which I understand is closely associated with the rest

of our whole industrial system. I think this is very

important and interesting, the message that comes out

of that paper and I believe the light with you.

W. J. B. I think we should have

that as Appendix 3.

PROFESSOR BROWN: The second one I

have is on Country Club, recreation and training hotels.

W. J. B. That will be Appendix 4.

PROFESSOR BROWN: That is another

important industry because it is in industry where there

is a lot of potential agricultural material is small

places the same as fuel and the lots of technical tool

and the people and lots of electricians of that type.

Lastly, we have the aircraft and here

is a story of the aircraft industry and of the opportunities

in it. I think that a rather fine message. I have been

trying to get into the industries around here, but it

is not a job for a man of my type with no experience in



1  
2  
3  
4  
5 this type of thing, it is a job for committees of people  
6 who are qualified to do it. Here we have something  
7 coming to us from Washington, it is not the Canadian  
8 story, but I think the application would be fairly true.

9 MR. EBERLEE: That will be appendix 5.

10 PROFESSOR LOGAN: There you find in  
11 these three industries are all the apprentices or all  
12 the potential apprentices existing outside the designated  
13 trades. I do not know much about the pulp and paper  
14 industry, there are a lot of high paid people especially  
15 in the paper union, the pulp and paper. There are two  
16 unions there and I would have supposed that a large  
17 part of the paper workers would be apprenticeable people.  
18 However, I am told on better authority than mine that  
19 they are not. This is something like the railway trades,  
20 they go up there and despite the fact that there are two  
21 unions, they march out from the lower union to jobs in  
22 the high one, that is the high paying jobs, so it does  
23 not look like an industry with a vast amount of  
24 apprentices.

25 However, take your big industries, your  
26 automobile industry, big companies. I have talked with  
27 the Ford people and the General Motors people and to  
28 somebody who knows something about Chryslers and so on.  
29 I do not think you are going to find a lot of apprentice  
30 potential in the automobile industry that were not on  
the production lines. I inquired of General Motors in  
Oshawa, and that covered St. Catharines too, and I think  
there are only eighteen apprentices at the present time  
and they are largely maintenance people.





1  
2  
3  
4 I am not too firm in my knowledge of  
5 how true this is. I talked to one of the agricultural  
6 implements firm and they had a similar number. These  
7 people are in Hamilton, a big firm, and you would think  
8 that there would be a big potential there, but  
9 apparently not a great number of apprentices to be looked  
10 after there.

11 Just a few remarks about the U.A.W.  
12 Talking about this matter, I will run through an item or  
13 two. In collective agreements, this fellow said the  
14 skilled trades are treated in a separate category within  
15 the total, that is, they are lined up for collective  
16 bargaining purposes but in separate categories from the  
17 others. So far as seniority is concerned, they stand  
18 apart from the rest, they have their own seniority, that  
19 group itself, but they are not bumped off by anybody  
20 there, other elements in the working force. The seniority  
21 group stands as a section within the total in the bar-  
22 gaining process, a separate category.

23 The U.A.W. plants have cooperation with  
24 companies in apprenticeship the same as all over the  
25 United States, the same as General Motors at Oshawa and  
26 it is developed through this joint apprenticeship  
27 Committee that has equal numbers of the two sides in that  
28 plant. I said "company", I suppose probably if you take  
29 General Motors which has two or three plants in the same  
30 company, there might be more than one joint apprenticeship  
committee. At any rate it is the same technique running  
right through, the same type of organization. These are  
just as in the United States, it is all through the



I am not too firm in my belief, but  
how true this is. I talked to one of the agricultural  
engineers here and they had a similar history. These  
people are in fact, a big lot, and you could find  
that there would be a big potential there, but  
apparently not a great number of apprentices to be had  
after those.

Just a few remarks on it. H.A.V.  
talking about this matter, I will say that, on the  
whole. In collective agreements, this follows and the  
skilled trades are treated in a somewhat different way  
the total, that is, they are lined up for the action  
beginning, however, but in separate categories from the  
others. In the collective agreements, they are  
apart from the rest, they have their own activities, and  
group has it, but they are not grouped with the  
them, other things in the working force. In the  
group stands as a condition which is found in the  
finding process, a number of cases are.

The H.A.V. gives the two organizations  
companies in apprenticeship the same as all over the  
United States, the same as General Motors or others and  
it is developed through this joint apprenticeship  
Committee that has equal numbers of the two sides in that  
group. I said "company", I suppose probably if you take  
General Motors which has two or three plants in the  
area, it might be more than one joint apprenticeship  
committee. At any rate it is the same technique that is  
used in the same kind of organization. I will say  
just as in the United States it is all through the





1  
2  
3  
4 branches of the government and the unions. He said they  
5 expected the apprentices to get a Department of Labour  
6 certificate as well as a company certificate. I asked  
7 him what the Department of Labour was doing beyond giving  
8 that certificate, and he did not know, but I would  
9 suppose as the Department of Labour, as a government  
10 institution, an expression of government, it must have  
11 some responsibility for standards. The Department of  
12 Labour would not give this apprenticeship to an individual  
13 company which had not reached the standards which it  
14 stands for. There is something in that that needs to be  
15 very carefully considered. If the government body takes  
16 it upon itself to do that it should mean something,  
17 it should mean protection, it should mean some degree  
18 of unanimity among us. It should indicate to employers  
19 anywhere in Nova Scotia or Manitoba that this apprentice-  
20 ship stamp of the Department of Labour should mean  
21 something, and that is something from one angle that  
22 should stand for something more than simply the company  
23 certificate. This company is interested in apprentices  
24 for the work they are doing for it; the government has  
25 a responsibility and should be looking to something more  
26 than that. I think in the American system that is what  
27 the Bureau and federal government very definitely do  
28 stand for and they go out to promote these company  
29 programmes. They are there in the making as well as in  
30 the giving of certificates and the expectation is when  
this certificate appears that it represents the quality  
of standards which are very carefully elucidated in  
various aspects of apprenticeship.





branches of the government and the unions. He said they expected the apprentices to get a certification of labor certificate as well as a company certification. I asked him what the Department of Labor was doing about giving that certification, and he said not know, but I would suppose as the Department of Labor, as a government institution, an organization of government, it must have some responsibility for standards. The Department of Labor would not give the apprenticeship as an individual company which had not reached the standards which it stands for. There is something in the fact that he is very carefully considered. In the government body takes it upon itself to do it. It should not be something.

of humanity among us. It should indicate to employers anywhere in the United States that this is a standard ship stage of the Department of Labor would want something, and that is something that would make that should stand for something more than simply the company certification. This company is interested in apprentices for the work they are doing for the government and has a responsibility and should be looking to something more than that. I think the American system that is what the Bureau and Federal Government very definitely do stand for and they go out to promote these company programs. There are there in the training as well as in the giving of certification and the education in what this certificate appears that it represents the quality of standards which are very carefully considered in various aspects of apprenticeship.



1  
2  
3  
4 Now, to go a little further, the  
5 company provides the equipment and the training. I  
6 went through the General Motors' apprentice quarters  
7 and they are not as spacious by any means as the P.I.T.  
8 on Nassau Street, and although this is a big company,  
9 they are not training anything like the same number of  
10 apprentices. They have only about eighteen apprentices  
11 doing work and they had two rooms instead of a number  
12 of rooms. I will say that out on Nassau Street there  
13 is lots of room, ample room, in fact, too much room at  
14 the present time. They have just taken the motor repair  
15 people out to another place, they have more room than  
16 they need. However, they can fill the room up in the  
17 evenings with various types of classes related to  
18 Department of Labour work, but in the daytime work with  
19 apprentices, the rooms are not filled by any means.  
20 The company provides the equipment and the training, it  
21 provides or pays for the schooling.

22 Now, that is rather an important matter.  
23 I think some of them provide the school themselves but  
24 I do not know. The Hamilton people I think have got  
25 their school chiefly at Central Tech or the Central  
26 Secondary School there, but I am not clear on the  
27 information I have on how far our government technical  
28 schools are taking care of this responsibility of  
29 apprentices with this type of company system. It  
30 certainly stands to reason that they should be giving  
it, certainly for smaller companies, even if big ones  
do it largely for themselves. These joint apprentice-  
ship committees which in make-up are not so different

Now, to go a little further, the

company provides the equipment and the training. I

went through the General Motors' apprentice quarters

and they are not as spacious by any means as the N.I.T.

on Nassau Street, and although this is a big company,

they are not training anything like the same number of

apprentices. They have only about eighteen apprentices

living here and live in rooms instead of a number

of rooms. I will say that out on Nassau Street there

is lots of room, ample room, in fact, for much more of

the present time. They have just taken the motor repair

people out to another place, they have more room than

they need. However, they can fill the room up in the

evenings with various types of classes related to

Department of Labour work, but in the daytime work with

apprentices, the rooms are not filled by any means.

The company provides the equipment and the training. It

provides or pays for the schooling.

Now, that is rather an important matter.

I think some of them provide the school themselves but

I do not know. The Hamilton people I think have got

their school chiefly at Central Tech or the Central

Secondary School there, but I am not clear on the

information I have on how far our Government technical

schools are taking care of this responsibility of

apprentices with this type of company system. It

certainly stands to reason that they should be giving

it, certainly for smaller companies, even if big ones

do it largely for themselves. These joint apprentice-

ship committees which in make-up are not so different



1  
2  
3  
4  
5 from the ones we have in our designated trades, I would  
6 say they are very much along the one Mr. Lucas is  
7 associated with here in the Metropolitan building trades.  
8 These people discuss policy and so on and play a very  
9 big part in the running of the whole thing. There is  
10 generally a central supervisor corresponding to our  
11 officials, but these are after the individual companies.  
12 Chrysler has eight apprentices, they are mostly in the  
13 maintenance rather than production, and this man with  
14 whom I was talking said he thought they were largely  
15 tool men. I have made some contact with the auto people  
16 and the foundry people, and I think the machinists union  
17 is a very interested one inasmuch as it reaches into  
18 this element. I think it is a concern of apprenticeship  
19 organization that these joint apprenticeship committees,  
20 these field representatives --- that is the term the  
21 Americans are using --- I suspect they are much more  
22 ample in terms of salary and price and perhaps in  
23 educational quality because they do tie in with carrying  
24 through a lot of this research work. However, they do  
25 have the responsibility also directly to the apprentices.

26  
27 It seems to me the weakness of this  
28 individual company apprenticeship organization which  
29 looks as though it is spreading rapidly over Canada  
30 very much after the American manner, the weakness of it  
is that it is too much of a matter of the individual  
company. They should be definitely tied in with  
government. There is an organization, I believe, working  
on a somewhat different basis providing a type to which  
many companies can subscribe and making the thing somewhat

from the ones we have in our designated trades, I would say they are very much along the one Mr. Lucas is associated with here in the Metropolitan Building Trades. These people discuss policy and so on and play a very big part in the running of the whole thing. There is generally a central supervisor corresponding to our officials, but these are after the individual companies. Chrysler has eight representatives, they are mostly in the maintenance rather than production, and this man with whom I was talking said he thought they were largely tool men. I have made some contact with the auto people and the foundry people, and I think the mechanical union is a very interested one inasmuch as it touches into this element. I think it is a concern of apprenticeship organization that these joint apprenticeship committees, these field representatives -- that is to say the Americans are using -- I suspect they are with more people in terms of salary and put a end perhaps in educational analysis because they tie in with companies through a lot of this research work. However, they do have the responsibility also directly to the apprentices. It seems to me the weakness of this individual company apprenticeship organization which looks as though it is spreading rapidly over Canada very much after the American manner, the weakness of it is that it is too much of a matter of the individual company. They should be definitely tied in with government. There is an organization, I believe, working on a somewhat different basis providing a type of union many companies can subscribe and making the thing somewhat





1  
2  
3  
4 uniform across the whole waterfront. That is, without  
5 government playing its part, but my own sense of the  
6 thing would seem to say there is a responsibility  
7 there for the Department of Labour speaking for the  
8 government when it gives this certificate of completion  
9 to have done something more than simply writing a  
10 certificate. The Department of Labour should be in on  
11 it and it should be in on the whole subject of standards  
12 otherwise Ontario will not be in a position to build  
13 apprentices for the rest of Canada, and these completed  
14 apprentices would not be in as good a position to go to  
15 the west, especially, because they are going ahead there,  
16 with the assurance that they would stand every chance  
17 of getting located.

18 MR. BOYER: You mean our standards  
19 are not equal to theirs?

20 PROFESSOR LOGAN: I mean they may be  
21 equal, but if you leave it to the individual company ---  
22 General Motors is doing a good job, but here is a smaller  
23 company which has apprentices elsewhere or which has  
24 similar companies elsewhere, similar working requirements,  
25 unless there is something to hold that company up to  
26 standard in what it turns out and calls apprentices, we  
27 are likely to sink.

28 MR. THOMPSON: Is there any inducement  
29 in the States for small companies to get into the  
30 apprenticeship training area?

31 PROFESSOR LOGAN: One thing that  
32 happened, I do not know what the Bureau in Washington  
33 has to do with this, but there are a lot of associations





uniform across the whole waterfront, that is, without  
government playing its part, but my own sense of the  
thing would seem to say there is a responsibility  
there for the Department of Labour speaking for the  
government when it gives this certificate of completion  
to have done something more than simply writing a  
certificate. The Department of Labour should be in on  
it and it should be in on the whole and not of students  
otherwise Ontario will not be in a position to help  
apprentices for the rest of Canada, and the completed  
apprentices would not be in as good a position to go to  
the west, especially, because they are doing ahead there,  
with the assurance that they would stand overy chance  
of getting located.

MR. GUYER: You mean our standards  
are not equal to theirs?

MR. THOMPSON: I mean they may be  
equal, but if you leave it to the individual company --  
General Motors is doing a good job, but there is a real  
company which has apprentices elsewhere or which has  
similar companies elsewhere, similar working requirements,  
unless there is something to hold that company up to  
standards in what it turns out and sales requirements, we  
are likely to sink.

MR. THOMPSON: Is there any inducement  
in the States for small companies to get into the

happened, I do not know what the Bureau in Washington  
has to do with this, but there are a lot of associations



1  
2  
3  
4  
5 and these papers I am passing out to you, the one on  
6 foundries, for instance, was brought to the government  
7 to carry through by two big associations numbering many  
8 firms in each. I think the tool and die people talk  
9 in terms of associations and it might be well advised,  
10 association of similar industries, associations where  
11 the company is not big but would be a better unit to  
12 work with than a smaller company.

12 MR. THOMPSON: I was thinking of things  
13 such as --- it is possible this is on the basis of ---  
14 I am wondering whether there was any inducement to  
15 companies to encourage apprenticeship that they would  
16 get some kind of tax deduction on the basis of their  
17 improving staff the way they have with respect to  
18 research, putting research into their product, and they  
19 get a tax deduction.

19 PROFESSOR LOGAN: You might think of  
20 that as being one of the stimulations that government  
21 might help out. Perhaps this might be difficult to  
22 operate unless you did do it rather generally. I think  
23 that is it, Mr. Chairman.

23 THE CHAIRMAN: Are there any more  
24 questions?

25 MR. THOMPSON: I have just one other  
26 question. You had raised some issues in connection with  
27 the representation of unions on these local committees;  
28 do you have any questions in connection with the  
29 representation of employers?

29 PROFESSOR LOGAN: I think I might say  
30 that so far as the unions are concerned, quite a bit of



and these papers I am passing out to you, the one on  
 foundations, for instance, was brought to the government  
 to carry through by two big associations numbering many  
 firms in each. I think the tool and die people talk  
 in terms of associations and it might be well advised,

the company is not big but would be a better unit to  
 work with than a smaller company.  
 MR. THOMPSON: I was thinking of things

such as -- it is possible this is on the basis of --  
 I am wondering whether there was any independent  
 companies to encourage a similar thing to be done would  
 get some kind of tax deduction on the basis of their  
 improving itself. Now they have with recent  
 research, making research into their product, and then  
 get a tax deduction.

PROFESSOR COHEN: You might think of  
 that as being one of the stimulations that government  
 might help out. Perhaps this might be difficult to  
 operate unless you had an it rather generally. I think  
 that is it, Mr. Chairman.

THE CHAIRMAN: Are there any more  
 questions?

MR. THOMPSON: I have just one other  
 question. You had raised some issues in connection with  
 the representation of unions on these local committees;  
 do you have any question in connection with the  
 representation of employees?

PROFESSOR COHEN: I think I might say  
 that so far as the unions are concerned, quite a bit of



1  
2  
3  
4 it came out of the school end of it but those who are  
5 closer to it could answer that question better than I  
6 could if they thought they should. Yes, as a matter of  
7 fact, I think here that certain employers prefer doing  
8 a lot of talking and not doing anything else.

9 MR. THOMPSON: The local committees,  
10 is there much turnover in representation on the committee  
11 either from the point of view of the employer or the  
12 union representative?

13 PROFESSOR LOGAN: I think in the  
14 Department of Labour they are supposed to be re-appointed  
15 every year, they are supposed to be the members that go  
16 up to the Provincial Advisory Committees. Now, they are  
17 supposed to but are they? I note some people in their  
18 eighty's on some of these committees and perhaps their  
19 responsibility does not require as much activity as  
20 others. I think that is something that might be considered.

21 MR. BOYER: In the outline that you  
22 gave of the whole organization of the apprenticeship  
23 system, were there any particular modifications that you  
24 had in mind that the Committee might consider?

25 PROFESSOR LOGAN: I do not think that  
26 I will be prepared to put them forward other than I have  
27 already indicated. You are thinking perhaps in terms of  
28 what type of organization?

29 MR. BOYER: Is it a good type of  
30 organization or are there any suggestions you could make  
about expanding it in any direction?

PROFESSOR LOGAN: I think we were  
inclined to move along with the general social organization.



it came out of the school end of it but those who are  
closer to it could answer their question better than I  
could if they thought that should. Yes, as a matter of  
fact, I think that that could be a question before  
a lot of talking and not saying anything else.

THE LOCAL COMMITTEE  
is there such a thing as a committee on the part of  
either from the point of view of a sponsor or the  
union representative?

PROFESSOR LOOMIS: I think in the  
Department of Labor they are supposed to be re-appointed  
every year, they are supposed to be the members that go  
us to the Provincial Advisory Commission, they are  
supposed to have a study. I think that people in their  
capacity as some of these committees and perhaps their  
responsibility does not come as much as it does as

others. I think that is something that might be compared  
with the committee in the province that you  
gave of the whole organization of the organization  
system, were there any particular conditions that you  
had in mind that the committee might consider?

PROFESSOR LOOMIS: I am not sure that  
I will be prepared to put them forward other than I have  
already indicated. You are thinking perhaps in terms of  
what type of organization?

PROFESSOR LOOMIS: Yes, it is a kind of  
about expanding it in any direction?  
I think so.

inclined to work along with the general social organization.





I do not think we can breast the currents too much in these matters. Our designated trades system has not fulfilled the expectations in extending itself. Perhaps it has not corrected the ills that exist within it and there are some strains in it and creaks. However, rather outstanding in my approach to this as a newcomer, the circumstances that this would embrace a bigger job and I do think there is discrimination and I think especially these industries down at the base of our industrialism like the tool and die people and foundry people and so on, they should be encouraged. Some of these people are organized into trade unions and a lot of them are not. I do not think the tool and die industry is largely organized and they are largely small shops perhaps ranging from twenty-five to one hundred and fifty and that sort of thing. Organization should go on, that is, if there is any virtue in apprenticeship it should.

MR. THOMPSON: Would you notice a difference with the apprenticeship training between people who are not organized, non-organized and organized?

PROFESSOR LOGAN: I would say they get along without the trade unions.

MR. THOMPSON: I am asking from the point of view of apprenticeship training. It seems to me in these local committees the union representative is outside the point of view of labour, the standards of apprenticeship. I am wondering if in every case in each skilled trade there might be a large proportion of people who do not belong to a union where an expression





one who do not belong to a union whose an expression  
each skilled trade there might be a large proportion of  
of spontaneous. I am wondering if in every case is  
its outside the point of view of labour, the standards  
no in these local committees the union representative  
point of view of unionism is not in it. It seems to  
me, however, I am not sure from the  
get along without the trade unions.  
I would say that  
people who are not organized, a non-organized and organized  
affiliation with the organized labour movement  
Industrial Union of Marine and Shipbuilding Workers of America  
on, that is, if there is any view in regard to  
fifty and that sort of thing. I am not sure about  
steps which have been taken in the past and which  
industry in the past and which have been taken  
of these are not in the past and which have been taken  
these people are not in the past and which have been taken  
people and so on, that is, the only way to get  
Industrial Union of Marine and Shipbuilding Workers of America  
and I do think there is a difference and I think  
the circumstances that this would require a change in  
rather outstanding in my opinion and this is a very  
there are some steps in the past and which have been taken  
it was not connected to this that was not in it and  
fulfilled the expectations in exchange itself. Perhaps  
these matters. I am not sure from the  
I do not think we can discuss the matter in any way in



1  
2  
3  
4 of their opinion about apprenticeship is heard whether  
5 it is different from that expressed by the union  
6 representative?

7 PROFESSOR LOGAN: I do not know how  
8 that works out. There are areas certainly where those  
9 two groups do not get along. You have a non-union man  
10 and a union man working together which is forbidden by  
11 a union in a good many cases and the union man walks  
12 out when the non-union man walks in. However, I have  
13 not heard of any cases that exist on these conditions.  
14 As a matter of fact, I think it is taken for granted  
15 that the leaders of the union are representatives of  
16 labour but in Hamilton you will find one or two of the  
17 biggest companies are not unionized. I think these  
18 companies resist the unions probably by paying equally  
19 good wages but they are not unionized. I do not know  
20 whether that answers your question or not.

21 MR. THOMPSON: Thank you.

22 MR. HARRIS: If I could hark back  
23 to these carpenters and plasterers and so on, have you  
24 any firm recommendation to make about this group? Are  
25 we flogging a dead group?

26 PROFESSOR LOGAN: I think we are  
27 somewhat ossified in that quarter. I think it is rather  
28 a shame about the way we are doing it; it is rather a  
29 shame that the employment agencies are in the hands of  
30 the unions so solidly and so unchanging. I have no  
particular recommendation to make about it but it goes  
along with that suggestion that I made this morning  
that there should be kept --- perhaps there is kept, I





do not know --- there should be kept and there should go with the man as he goes out of his apprenticeship, some statement of whether he has passed his examinations, whether he has just been a one-sided-old-style man who has gotten it by means of working at the bench and failed in everything else --- that is too strong, he would not pass if he did that, but there is a difference. I am strong on this perhaps but strong as a school man because there is an awful difference between an eighty grader and a fifty grader and that quality aspect of things should be known in the labour market as well as the differences in the types of carpenters. For instance, you may have a carpenter credited as you were talking about this morning, you may have him credited into half a dozen different categories in accordance with what he could do, what he had trained for, and that would be one way of doing it. However, to have them all in that one bunch, this vast aggregation of men, with no distinctions made, no voice of the past as to what a lad had done in his whole apprenticeship course, whether he was worth something, whether he was excellent or otherwise. Perhaps this chap would have shown himself since and become a foreman, he probably has, but I think you have to start people and make them work and show what they are worth and follow it along.

THE CHAIRMAN: I take from what you say that you do agree that there should be some apprentice training in these trades?

PROFESSOR LOGAN: That is so right.

THE CHAIRMAN: Thank you, Professor



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

do not know -- there should be first and there should  
go with the man as he goes out of his appointment  
some statement of whether he has passed his examination,  
whether he has been a member of the state and the  
has given it in terms of working on the body and  
failed in everything else -- that is not strong, he  
would not pass if he had that, but there is a difference  
I am strong on this perhaps but strong is a school  
because there is an actual difference between a school  
graduate and a false graduate and what he has done  
thing should be known and the school should be  
the difference in the types of graduates for  
instance, you may have a certificate of credit as you were  
talking about this in the past, you may have a certificate  
into half a dozen different categories in accordance  
with what he could do, what he had studied, and  
that would be one way of doing it -- however, to give  
them all in that one bunch, that vast aggregation of  
men, with no distinction made, on top of the vast  
as to what a false graduate is, is actually representative  
course, whether he was really a graduate, whether he was  
excellent or otherwise, and if this thing would have  
shown himself a man and a woman -- a man and a woman has  
but I think you have to state precisely and to show what  
and show what they are worthy and follow it through.

say that you do agree that there should be some  
apportioned training in these trades;



1  
2  
3  
4  
5 Logan, for so kindly coming before us. Perhaps at a  
6 later date after hearing some other people we might want  
7 you to answer some more questions, and perhaps they  
8 might be a little harder the next time.

9 PROFESSOR LOGAN: Well, I will not  
10 be much older.

11 THE CHAIRMAN: Thank you again.  
12 We have Mr. Simmons who is a former  
13 Director of Apprenticeship, and he is appearing here  
14 today as a private citizen. I understand Mr. Simmons  
15 has a brief, so if you would care to come up and take  
16 a chair at this end of the table we will be glad to hear  
17 from you.

18 -----

19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30





begin, for so little copying before. Perhaps as a  
 later date after hearing some other people who might want  
 you to answer some questions, and perhaps they  
 might be a little better the next time.  
 QUESTION: Yes, well, I will not

be much older

THE CHAIRMAN: Thank you again.  
 We have Mr. [Name] who is a former  
 Director of Apprenticeship, and he is representing him  
 today as a private citizen. I understand the [Name]  
 was a brick, so if you would come a couple and take  
 a chair at this end of the table we will be glad to hear  
 from you.



1  
2  
3  
4 MR. SIMMONS: I have prepared this  
5 brief, do you wish me to read it through?

6 THE CHAIRMAN: I think perhaps yes  
7 and may we interrupt and ask questions as you go along?

8 MR. SIMMONS: Absolutely, yes.

9 MR. BOYER: Mr. Chairman, before  
10 beginning, I was wondering if Mr. Simmons would give us  
11 an idea of his former duties, at least the period when  
12 he was Director of Apprentices.

13 MR. SIMMONS: Perhaps to back up my  
14 thoughts that I tried to express in this brief; I  
15 commenced with the Department of Labour as a field  
16 representative under the Dominion-Provincial Youth  
17 Training Programme back in the depression days, 1936,  
18 when the Dominion-Provincial Youth Training Programme  
19 was started. This was done in an effort to find work,  
20 not only work, but skilled or semi-skilled training and  
21 opportunities for young people who at that time were not  
22 wanted by anybody. We started with literally nothing  
23 and built the programme on shop training and also  
24 factory training for those people. This programme  
25 became very successful and evolved into planned methods  
26 of training, trades training. Actually, when the war  
27 broke out or before the war broke out the R.C.A.F.  
28 requested us to train a hundred and fifty ground crews  
29 on exactly the same lines as we were doing for the  
30 civilians. When the war actually broke in September  
1939 the base was increased and the standards which we  
had set were actually adopted for that type of training  
right across Canada.



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35

MR. STIMONS: I have prepared this  
brief, do you wish me to read it through?  
THE CHAIRMAN: I think perhaps yes  
and may we interrupt and ask questions as you go along?

MR. ROYCE: Mr. Chairman, before  
beginning, I was wondering if Mr. Stimson would give us  
an idea of his former duties, at least the period when  
he was Director of Appointments.  
MR. STIMONS: Perhaps to look up my

records that I tried to do in this period. I  
connected with the Department of Labor as a Civil  
representative under the Hamilton-Prentiss Act  
Training Program and in the Department of  
when the Hamilton-Prentiss Act Training Program  
was started. This was done in an effort to find work  
not only work, but skilled or semi-skilled training and  
opportunities for young people who at that time were not  
wanted by anybody. We started with literally nothing  
and built the program on shop training and also  
factory training for those people. This program  
became very successful and evolved into planned method  
of training, trades training, etcetera, when the war  
broke out or before the war broke out the N.C.A.T.  
requested us to train a hundred and fifty young men  
on exactly the same lines as we were doing for the  
civilians. When the war actually broke in September  
1939 the base was increased and the standards which we  
had set were actually adopted for that type of training  
right across Canada.



1  
2  
3  
4 MR. BOYER: You continued in this  
5 position during the war?

6 MR. SIMMONS: Yes, and I was the  
7 liaison between the provincial government and the  
8 Department of Labour in the Galt Aircraft School which  
9 ultimately trained ten thousand young men for, first,  
10 civilian training and then Air Force training. Through  
11 our success, as it were, the Navy asked us to train  
12 engine room artificers which at that time the Navy had  
13 no means of obtaining. This set a pattern which was  
14 carried through right across Canada. From there, when  
15 that job was finished and Galt was closed, I went back  
16 to the Department of Labour as an inspector and became  
17 Assistant Director and was there for eight years under  
18 Mr. Fred Haws and then I became Director and retired  
19 four years ago.

20 MR. BOYER: Thank you very much.

21 MR. SIMMONS: I did that because  
22 it has been my privilege of seeing all the phases of  
23 the development because apprenticeship during the war  
24 actually died, there were only one hundred and thirty  
25 registered apprentices in Ontario and we built it up  
26 after the war was over, and the present figures which  
27 may have been placed before you really represent not  
28 from 1928 as far as active boys are concerned, but from  
29 1944.

30 The development of our manpower in  
Industry and Commerce to high standards of skill and  
knowledge is an absolute essential if Canadian Industry  
is to survive against the competition of European

100 continued in this

position during the war?

MR. STIMONS: Yes, and I was the

liaison between the provincial government and the  
Department of Labour in the Gas & Aircraft Division which  
ultimately trained ten thousand young men. First,  
civilian training and then the force training. Through  
our success, as it were, the Navy asked us to train  
engine room artificers which at that time the Navy had  
no means of obtaining. This was a different situation  
carried through right across Canada. From there, when  
that job was finished and it was closed, I went back  
to the Department of Labour as an inspector and became  
Assistant Director and was the one in charge of the  
Mr. Fred Hawk and then I became Vice President.

four years ago.

MR. STIMONS: (phonetic) and now, and

MR. STIMONS: I am not becoming

it has been my privilege of seeing all the phases of  
the development between apprentice ship to the 10 way  
actually died, there were only one hundred and thirty  
registered apprentices in Ontario and we built it up  
after the war was over, and the present number which  
now have been passed before you. The development of  
from 1918 as far as active boys are concerned, but from  
1944.

The development of the program in

Industry and Commerce to high standards of skill and  
knowledge is an absolute essential in building industry  
as to survive against the competition of European



1  
2  
3  
4 countries where production is based on craftsmanship  
5 at all levels.

6 The problems before your Committee are  
7 similar to those of seven years ago when a National  
8 series of radio broadcasts under 'Canada at Work' gave  
9 publicity to the importance of manpower training. I  
10 quote from my broadcast of September, 1955:-

11 'We have reached a point in the economic  
12 and industrial development of our Country where  
13 it is necessary to take stock of this most  
14 important asset, our skilled manpower, on which  
15 our present and future as a great industrial  
16 nation so largely depends. Scientific develop-  
17 ments of recent years have brought the intro-  
18 duction of complicated tools, new technical  
19 processes and a very wide range of new  
20 materials, all unknown to a previous generation  
21 of craftsmen.

22 This challenge can only be met by  
23 apprentices, well trained under an organized  
24 apprenticeship system, to be fully qualified  
25 in their respective trades, whether they be  
26 carpenters, plumbers, motor mechanics,  
27 machinists or draftsmen.'

28 Since that time there has been a con-  
29 siderable advance in apprenticeship. This, in the main,  
30 has been confined to designated trades within the  
Apprenticeship Act and is represented by increased  
numbers of apprentices, improved training standards and  
facilities, and, in some trades, the certification of



countries where production is based on craftsmanship  
at all levels.

The principles of your Committee are

similar to those of some years ago when a National

series of radio broadcasts were made in the United States

publicity to the importance of manpower training.

Since then the production of equipment, tools,

and materials has been a part of the economic

and industrial development of our country where

it is necessary to have a high level of this type

important asset, our skilled manpower, on which

our present and future as a great industrial

nation so largely depends. In the last few years

many of recent years have brought the neces-

sitation of complicated tools, new materials

processes and a very wide range of new

materials, all unknown to a few years ago when

of production.

This situation can only be met by

apprentices, well trained under an organized

apprenticeship system, to be fully qualified

in their respective trades, whether they be

carpenters, plumbers, motor mechanics,

machinists or draftsmen.

Since that time there has been a con-

siderable advance in apprenticeship laws, in the main,

has been confined to designated trades within the

Apprenticeship Act and is represented by increased

numbers of apprentices, improved training standards and

facilities, and, in some trades, the certification of



1  
2  
3  
4 mechanics.

5                   Within industry, it would seem that there  
6 has been little or no advance in apprentice training  
7 during this period. Your letter quotes a survey showing  
8 that only twenty-six percent of the manufacturing firms  
9 canvassed have any sort of formal apprentice training.  
10 I believe that reference to similar statistics in 1955  
11 would show about the same proportion and even these  
12 include training programs for 'upgrading' and operational  
13 skills.

14                   During the depression of the thirties  
15 and World War II, the concept of organized apprenticeship  
16 practically died. The survey of skilled manpower that  
17 was made late in 1939, made by this Department, was so  
18 appalling that it was necessary to direct recruiting for  
19 War industry through the quick training of workers to  
20 small pieces of occupational skills.

21                   MR. THOMPSON:       The Provincial  
22 Department?

23                   MR. SIMMONS:       Yes, the Apprenticeship  
24 Department made that particular survey.

25                   Following the War, the endeavours to  
26 revive apprenticeship in its true sense was only success-  
27 ful in the trades covered by Apprenticeship legislation.  
28 Indeed, the rehabilitation trades training of men from  
29 the Armed Forces was almost entirely concentrated on the  
30 Building and Motor Vehicle trades covered by Government  
Acts and regulations. Industry, generally, could not be  
interested in apprentice training in the scores of  
trades and crafts within their own organizations.



mechanics.

Within industry, it would seem that there has been little or no advance in apprentice training during this period. Your letter quotes a survey showing that only twenty-six percent of the manufacturing firms possessed have any sort of formal apprentice training. I believe that reference to similar statistics in 1935 would show about the same proportion and even these include training programs for 'apprentice' and operator skills.

During the depression of the thirties and World War II, the concept of organized apprenticeship practically died. The survey of skilled manpower that was made late in 1945, made by this department, was so appalling that it was necessary to direct recruiting for war industry through the quick training of workers in small pieces of occupational skills.

MR. THOMPSON: The Provincial Department?

MR. SIMON: Yes, the Apprenticeship Department made that particular survey.

Following the war, the employers to revive apprenticeship in its true sense was only a small part in the trades covered by apprenticeship legislation. Indeed, the rehabilitation service training of men from the Armed Forces was almost entirely concentrated on the Building and Motor Vehicle trades covered by Government Acts and regulations. Industry, generally, could not be interested in apprentice training in the scores of trades and crafts within their own organizations.



1  
2  
3  
4 In the 'boom' following the war, and  
5 the world demand for replacement of war destruction,  
6 Canadian industry drew on the immigration of apprentice-  
7 trained people from Europe, totally ignoring the  
8 potential in Canadian youth which had proved itself in  
9 the War, and which, with honest endeavour, could have  
10 been developed to high standards of skill and craftsman-  
11 ship to meet present and future demands. For example,  
12 in the enormous development of the aircraft industry of  
13 that period, the efforts for apprentice training for  
14 Technical School graduates were of the feeblest nature  
15 while the enlistment of skilled mechanics and craftsmen  
16 from Great Britain, all apprentice-trained, was a vast  
17 major project. At the same time, labour had placed the  
18 emphasis for advancement on 'classification' and  
19 'seniority' leaving little encouragement, financially,  
20 for boys to work their way through apprentice wages to  
21 skilled work.

22 Canadian industry, with few exceptions,  
23 would rather buy or import skilled trades and crafts  
24 than undertake the training of the potential in Canadian  
25 youth. The primary exceptions are in those trades that  
26 have been brought within the legislation of the  
27 Apprenticeship Act and in which training standards and  
28 methods have been established.

29 This, however, is not enough, and, if  
30 the potential of Canadian manpower is to be utilized,  
much broader plans of training must be developed either  
by encouragement or legislation to meet today's and  
tomorrow's requirements.

in the 'post-war' period, the war, and

the world demand for replacement of war destruction,  
Canadian industry drew on the limitation of apprenticeship

trained people from Europe, totally ignoring the

potential in Canadian youth which had grown large in

the war, and which, with honest endeavor, could have

been developed to high standards of skill and experience

ship to meet present and future demands. For example,

in the enormous development of the oil and gas industry of

that period, the efforts for apprenticeship training, for

Technical School graduates, even of the highest grade

while the output of skilled mechanics and craftsmen

from Great Britain, all apprenticeship, was a vast

major project. At the same time, labour had placed the

emphasis for advancement on 'class' education, and

'seniority', leaving little encouragement, financial,

for boys to work their way through apprentice work to

skilled work.

Canadian industry, with few exceptions,

would rather buy or import skilled trades and crafts

than undertake the training of the potential in Canadian

youth. The primary exceptions are in those trades that

This, however, is not enough, and, if

the potential of Canadian manpower is to be utilized,

much broader plans of training must be developed either





Such plans might be divided roughly into two parts:-

1. 'Apprenticeship' being a long term of training to an accepted standard of full skill and knowledge of a trade or craft.
2. 'Learnership' training to full skill and knowledge of a specific operation, or 'upgrading' of previously acquired skills.

#### APPRENTICESHIP

'Apprenticeship' should be defined in such a manner, by law if possible, as to only apply to a person undergoing an organized course of training which will lead him to the full status of tradesman or craftsman. To clarify, I might quote an old definition of a tradesman.

'The mere doing of some acts common to the operation of a trade does not make that person a tradesman. A tradesman is an operative who, through a course of apprenticeship and general experience has acquired the knowledge, skill, and dexterity necessary to enable him to perform all types of work common to his trade.'

In Canada, unfortunately, the word 'apprentice' is not endowed with its rightful and proper significance and this has been a great handicap to the dignity of the name and the apprentice himself.

To most people, and particularly to many of the teaching profession, an apprentice is a boy who



Such plans might be divided roughly into

1. 'Apprenticeship' being a long

term of training to an accepted standard of

full skill and knowledge of a trade or craft.

2. 'Journeyman' training to full skill

and knowledge of a specific operation, or

'upgrading' of previously acquired skills.

#### APPRENTICESHIP

'Apprenticeship' should be defined in

such a manner, by law if possible, as to only apply to a

person undergoing an organized course of training which

will lead him to the full status of journeyman or crafts-

man. To clarify, I might quote an old definition of a

journeyman.

'The same thing of some men common to

the operation of a trade does not make him

person a journeyman. A journeyman is an operative

who, through a course of apprenticeship and

general experience has acquired the knowledge,

skill, and dexterity necessary to enable him

to perform all types of work common to his

trade.'

In Canada, unfortunately, the word

'apprentice' is not endowed with its rightful and proper

significance and this has been a great handicap to the

dignity of the name and the apprentice himself.

To most people, and particularly to many

of the teaching profession, an apprentice is a boy who



1  
2  
3  
4 lacks the requirements for academic advancement and  
5 should be taught to use his hands rather than his brain.  
6 This is utterly wrong as it needs a high standard of  
7 intelligence to absorb the knowledge required for modern  
8 industrial skills.

9                   This concept should be corrected by  
10 broad advertising to instill into the public, and  
11 particularly young people, that the apprentice is one who  
12 has the potential and ability to be trained to the high  
13 standard of a trade or craft. The word 'apprentice'  
14 itself must be accepted in its original meaning, 'one who  
15 learns', and be accepted with the dignity and importance  
16 it receives in older countries, and, on which those  
17 countries build their future industrial development.

18                   As an example of 'broad advertising' to  
19 create a more correct 'image' of the true apprentice,  
20 I am sending herewith a poster that was successfully used  
21 from 1939 to 1943 for the recruiting of 10,000 boys of  
22 good calibre for training for industrial trades, R.C.A.F.  
23 ground trades, and engine room artificers for the Navy  
24 at the Galt Aircraft School under the Dominion Provincial  
25 Youth Training Program. This poster was shown in every  
26 Post Office and Railway Station and created an 'image'  
27 of a 'Galt boy' that was known and recognized throughout  
28 Ontario. It will be noted that this depicts an upstanding  
29 Canadian boy with clean work clothing rather than dirty  
30 overalls, carrying a blue print and calipers, not a pick  
and shovel.

I must apologize for the poster being



lacks the requirements for academic advancement and should be taught to use his hands rather than his brain. This is utterly wrong as it means a high standard of intelligence to absorb the knowledge required for modern industrial skills.

This concept should be corrected by

broad advertising to instill into the public, and particularly young people, that the appropriate is one who has the potential and ability to be trained to the high

standard of a trade or craft. The word 'unskilled' itself must be accepted in its original meaning, 'one who learns', and be accepted with the dignity and importance it receives in other countries, and on which these countries build their future industrial development.

As an example of broad advertising to create a more correct image of the term 'unskilled' I am sending herewith a poster that was successfully used from 1930 to 1945 for the recruitment of 12,000 men to good culture for training for industrial workers in Canada. Ground trades, and engine room staffs for the Navy at the Maritime School. Under the latter program Youth Training Program. This poster was shown in every Post Office and Railway station and created an image of a 'Galt boy' that was never forgotten throughout Ontario. It will be noted that this depicts an outstanding Canadian boy with clean work clothes, clean and shiny overalls, carrying a blue satchel and a shovel, not a girl and shovel.



1  
2  
3  
4  
5 dirty but this is the last one in existence. This is  
6 the poster in question which I will show you in passing.  
7 This was the best advertisement we had, and it was drawn  
8 by an artist on my specifications and this was the boy,  
9 if any of you remember the days of the War, that was the  
10 boy that could travel all over Ontario.

11 I would like to make a further suggestion  
12 that every apprentice, registered with the Department of  
13 Labour, wear a distinctive badge or button during his  
14 apprenticeship.

15 If Canada is to hold and maintain its  
16 rightful place in the modern industrial world, it must  
17 first earn the position by the skill and knowledge of its  
18 own people. The unskilled man is fast losing his place  
19 in the economy and has no secure future.

20 THE APPRENTICESHIP ACT OF ONTARIO

21 This has been long accepted as an  
22 excellent piece of legislation. Many other Apprentice-  
23 ship Acts have been based on it, and, although it has  
24 been reviewed from time to time, few major changes have  
25 ever been suggested.

26 This Committee will, no doubt, be  
27 studying the Act and Regulations in the light of sugges-  
28 tions which will be made and to make it flexible and  
29 conform to today's requirements.

30 I offer some suggestions for your con-  
sideration:-

dirty but this is the last one in evidence. This is  
the poster in question which I will show you in passing.  
This was the best advertisement we had, and it was drawn  
by an artist on my specifications and this was the day,  
if any of you remember the days of the war, there was the  
boy that could draw all over the place.

I would like to make a further suggestion  
that every apprentice, registered with the Department of  
Labour, wear a distinctive badge or token during his

It can be so to hold and maintain his  
rightful place in the modern industrial world, and that  
first earn the position by the skill and knowledge of his  
own people. The unskilled man is fast losing his place  
in the economy and has no secure future.

#### THE APPRENTICESHIP ACT 1964

This has been long regarded as an  
excellent piece of legislation. Many other Appren-  
ticeship Acts have been based on it, and, although it has  
been revised from time to time, few major changes have  
ever been suggested.

This Committee will, no doubt, be  
studying the Act and legislation in the light of sugges-  
tions which will be made and to make it flexible and  
conform to today's requirements.  
I offer some suggestions for your con-





AGE LIMITS

The Act defines an apprentice under Schedule 'A' as a minor at least sixteen years of age. At the time this legislation was enacted, it was common practice for boys to enter apprenticeship at sixteen years of age from Public School or the early grades of Secondary School. Thus, the average boy of that time had five years to consider entering an apprenticeship program under the Act.

Today, the science and mathematics of trades and crafts require an ever higher standard of education with the result that boys must remain at school until eighteen or nineteen to meet these standards, thus giving them only two or three years after school for entry into apprenticeship.

It would be my suggestion that the maximum age limit be raised from twenty-one to twenty-five years. I would not recommend an 'open' maximum, as

1. The advent of marriage and young families do not permit older men to accept the financial conditions required in proper apprentice training.

2. Experience has shown that the younger minds are more malleable for learning and more apt to accept instructions and orders from the journeymen.

THE CHAIRMAN: You say twenty-five and you have two reasons there; do you think an open age limit would adversely affect anyone?

MR. SIMMONS: I think it would,



## AGREEMENTS

The Act defines an apprentice as:



1  
2  
3  
4 personally.

5 THE CHAIRMAN: In what respect?

6 MR. SIMMONS: Because a man in bad  
7 times, there are certain advantages of training and  
8 allowances and so on that are paid during school training  
9 that have an appeal to men who are presently out of work.  
10 This happened in Alberta, in the west, it actually  
11 happened. Classes were set up during the winter in a bad  
12 time and men were put in as apprentices on probation  
13 regardless of age limit. However, when spring came, the  
14 great number would leave. I am going back quite a ways,  
15 but it was admitted that it went to forty to fifty per  
16 cent drop-out. A man is not fitted to start apprentice-  
17 ship beyond twenty-five, he has too many commitments and  
18 there are too many possibilities.

18 THE CHAIRMAN: I would say the  
19 majority but I think there is a minority there.

20 MR. SIMMONS: If there were to be a  
21 minority my own feelings would be that there should be  
22 some power given to the Minister or to a Board to exercise  
23 discretion, but it should not be as a precedent. I  
24 think it could be done that way. There may be power given  
25 to deal with exceptional cases, but I do not think a man  
26 over twenty-five --- as a matter of fact, we had it with  
27 the rehabs after the war when there were many of them who  
28 already had families to deal with and after their train-  
29 ing had to take jobs for which they were not completely  
30 trained, they did not finish their course. In the main,  
those that did and went out with their two year credit  
and went on did well, but a lot of them had to take jobs.



THE CHAIRMAN: On what response?

MR. GIVENS: Because a man in and

times, there are certain advantages of training and allowances and so on. I am going to say that there are people who are generally out of work, that have an appeal to them who are generally out of work.

This happened in Alberta, in the west, it actually happened. Classes were set up during the winter in a cold

time and men were put in as apprentices or production regardless of age limit. However, when spring came, the great number would leave. I am going back to the west.

but it was admitted that it was to forty to fifty per cent drop-out. A man is not fitted for that apprenticeship beyond twenty-five, so now twenty years of age and there are too many possibilities.

MR. GIVENS: I would not say

majority but I think there is a majority in there.

MR. GIVENS: In the west there is a

majority my own feeling is that there should be some money given to the Minister of the Interior to spend

discretion, but it should not be as a government. I think it could be done that way. There may be power given

to deal with exceptional cases, but I do not think a man over twenty-five -- as a matter of fact, so and it with

the rehabs after the war when there were many of them who already had families to deal with and after their train-

ing had to take jobs for which they were not completely trained, they did not finish their course. In the end,

those that did and went out with their two year credit and went on did well, but a lot of them had to take jobs.



1  
2  
3  
4 It is this family business that comes into it.

5 THE CHAIRMAN: Today it is a  
6 different situation because then there were jobs, they  
7 could get jobs.

8 MR. SIMMONS: That is true.

9 THE CHAIRMAN: Today it is different,  
10 a man would make up his mind to it, at twenty-seven years  
11 of age to go into apprenticeship where for some reason  
12 he feels he would like to make that his life job. That  
13 is quite a different situation from the war.

14 MR. SIMMONS: Yes, but I think there  
15 are cases --- you are asking my opinion, are you?

16 THE CHAIRMAN: That is right.

17 MR. SIMMONS: It would be my opinion  
18 that I would not counsel an open age but it might well  
19 be done by power to deal with specific instances.

20 MR. THOMPSON: You distinguish  
21 between apprentices on page 2, one being long term and  
22 one being an upgrading.

23 MR. SIMMONS: I am dealing with that  
24 later.

25 MR. THOMPSON: As far as this age  
26 limit, the second part would not ----

27 MR. SIMMONS: No, the second part has  
28 no age limit and neither does it deal with the age limit  
29 or sex.

30 THE CHAIRMAN: Very well.

MR. SIMMONS: SECTION 5 OF THE ACT  
states, in part:-

'Subject to the regulations, it is the duty

It is this family business that comes into it.

THE CHAIRMAN: Today it is a

different situation because then there were jobs, they could get jobs.

MR. SIMMONS: That is true.

THE CHAIRMAN: Today it is different.

a man would make up his mind to it, at twenty-seven years of age to go into apprenticeship where for some reason he feels he would like to make that his life job. That is quite a different situation from the past.

MR. SIMMONS: Yes, but I think there

are cases --- you are asking my opinion, are you?

THE CHAIRMAN: That is right.

MR. SIMMONS: It would be my opinion

that I would not counsel an open age but it might well be done by power to deal with specific instances.

MR. THOMPSON: You are talking

between apprentices on page 2, one being long term and one being an upgrading.

MR. SIMMONS: I am dealing with that

later.

MR. THOMPSON: Is that as this age

limit, the second part would not ---

MR. SIMMONS: No, the second part has

no age limit and neither does it deal with the age limit or sex.

THE CHAIRMAN: Very well.

MR. SIMMONS: SECT. 24.2 OF THE ACT

states, in part:--

'Subject to the regulations, it is the duty



of the Director

(c) To arouse and promote interest in the adoption of apprenticeship in industries.

(d) To assist in establishing a permanent system of training of apprentices in any industry.'

Those are the two clauses and the only two clauses in the Act that enables the Director to deal with non-designated trades and to participate in the cost of training and so on.

This has been done to the extent shown in the Department of Labour reports as 'non-designated trades'. This section does not give the Director any specific authority to prescribe the training in any 'non-designated trade', to issue or withhold certificates of apprenticeship or qualification, or to require industry to collaborate in instituting apprentice training.

If manpower training programs are to extend fully into industrial trades, with Government assistance, consideration should be given to definite authority for the Director.

The Director, up to now, has worked on those two clauses of the Act to promote and to put in training for trades that are not designated. That point was made by the previous speaker and we have two trades fulling operating that are not designated and they operate under the permission of these two clauses, but the Director has no definite authority.

SECTION 5, Paragraph 'f' states:-

'It is the duty of the Director



Director has no definite authority.

under the permission of these two classes, but the

being operating that are not designated and they operate

was made by the previous speaker and we have two classes

training for trades that are not designated. That point

these two classes of the Act to promote and to put in

The Director, up to now, has worked on

authority for the Director.

assistance, consideration should be given to definite

extend fully into industrial areas, with Government

to co-ordinate training programs are to

to collaborate in conducting apprentice training.

apprentice, or industrial, or in the industry

designated trade, to issue an official certificate of

specific authority to prescribe the training in any non-

trades. This section does not give the Director any

in the Department of Labour reports as 'non-designated'

This has been done to the extent known

cost of training and so on.

with non-designated trades and to participate in the

two classes in the Act that enables the Director to deal

Those are the two classes and the only

industry.

ent system of training of apprentices in any

(b) To assist in establishing a person-

the adoption of apprenticeship in industries.

(c) To advise and promote interest in

of the Director



To collaborate with educational  
authorities in the training of apprentices.'

In view of the large sums of money now  
provided and projected into the future for the training  
of apprentices and skilled people, the powers of the  
Director with regard to courses of study and subjects  
for training in apprentice training schools, in  
practical and theoretical work, should be spelled out.

The Director is in constant contact  
with the trades involved and is in a position to know  
the amount and proportion of subjects, practical,  
theoretical, and related, to be taught to the apprentices.  
This would be particularly applicable to any 'pre-  
apprentice' training programs that may be operated in  
Technical and Vocational schools.

Instead of 'collaborate', a phrase  
should be inserted to the effect that the Director shall  
approve the content of trade training courses.

At the present time the question of  
the training of apprentices in P.I.T., for instance, is  
largely a matter of collaboration and without authority.  
In other words, the principal of the P.I.T. can set the  
curriculum, set the courses of study with or without  
the consent of the Director, with or without his approval  
and I think it is seen that the Director is directly in  
touch always with the trade itself and has constant  
contact that he should approve and not just collaborate  
because collaboration can work from one side until it is  
not collaboration at all.

MR. THOMPSON: In connection with this



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

to collaborate with educational

authorities in the training of apprentices.

In view of the large sums of money now

provided and projected into the industry for the training

of apprentices and skilled people, the powers of the

Director with regard to courses of study and subjects

for training in apprentice training schools, in

practical and theoretical work, should be spelled out.

The Director is in constant contact

with the trades involved and is in a position to know

the amount and proportion of subjects, practical,

theoretical, and related, to be taught to the apprentices.

This would be particularly applicable to any 'one-

apprentice' training program that may be operated in

technical and vocational schools.

Instead of 'collaboration', a phrase

should be inserted to the effect that the Director shall

approve the content of trade training courses.

At the present time the question of

the training of apprentices in D.C., for instance, is

largely a matter of collaboration and without authority.

In other words, the principal of the N.E.A. can set the

curriculum, set the courses of study with or without

the consent of the Director, with or without his approval

and I think it is seen that the Director is drastically in

touch always with the trades itself and has constant

contact that he should approve and not just collaborate

because collaboration can keep him from one side until it is



1  
2  
3  
4 you say that the Director cannot require to prescribe  
5 the training in any non-designated trade, to issue or  
6 withhold certificates of apprenticeship or qualification,  
7 or to require industry to collaborate in instituting  
8 apprentice training.

9 MR. SIMMONS: No, he has no power.

10 MR. THOMPSON: You would want him to  
11 have power?

12 MR. SIMMONS: I would like to see  
13 that an apprentice, anybody who is to be trained to a  
14 trade no matter where he is should be trained under  
15 standards which are recognized through the trades'  
16 registry and therefore, trained with the approval of the  
17 Director himself. He should have some power and he has  
18 none.

19 MR. THOMPSON: You suggest he should  
20 have power with the institute?

21 MR. SIMMONS: Yes.

22 MR. THOMPSON: Could he have the  
23 power to force an industry to start apprenticeship  
24 training?

25 MR. SIMMONS: That is my thought.

26 MR. THOMPSON: How could he do that?

27 MR. SIMMONS: It would only be by  
28 legislation and I am afraid I cannot spell that out  
29 for you.

30 THE CHAIRMAN: You mean that industry  
would train people, instead of bringing in outsiders that  
they should train their own?

MR. SIMMONS: If they have the



you say that the Director cannot require to prescribe the training in any non-designated branch, to issue or withhold certificates of apprenticeship or qualification, or to require industry to collaborate in instituting apprentice training.

MR. SIMMONS: Yes, it has no power.  
MR. THOMPSON: You would want him to

have power?

MR. SIMMONS: I would like to see that an apprentice, anybody who is so designated as such no matter where he is trained, by the local standards which are recognized through the training registry and therefore, training with the approval of the Director himself. He should have some power and he has

MR. THOMPSON: You suggest he should have power with the Institute?  
MR. SIMMONS: Yes.  
MR. THOMPSON: Could he have the power to force an industry to start apprenticeship?

MR. SIMMONS: That is my thought.  
MR. THOMPSON: How could he do that?  
MR. SIMMONS: It would only be by legislation and I am afraid I cannot tell what can

THE CHAIRMAN: Let me ask that industry would train people instead of bringing in outsiders that they should train their own?  
If they have the





1  
2  
3  
4  
5 facilities to train them and they take in young people  
6 within the category and train them. In this way they  
7 would be trained properly. This is done in New Zealand,  
8 there the governing board of apprenticeship can require  
9 a man to take an apprentice if he has the facilities to  
10 take the apprentice and train him according to the  
11 standards which are agreed upon and set elsewhere. If  
12 legislation were enacted to require industry taking  
13 people into a trade to be trained to standard skills,  
14 then they should be registered, they should be under  
15 certain control. Control is loose, comparatively loose,  
16 but nevertheless they should be trained to certain  
17 standards which are agreed upon by the trade itself and  
18 trained and reported according to agreed standards and  
19 methods.

20 MR. THOMPSON: In New Zealand does  
21 the government close down an industry if they do not do  
22 it?

23 MR. SIMMONS: No, they are subject to  
24 fine if they do not do it. If a man is a painter or has  
25 a machine shop and he has facilities, they can order him  
26 to take one or put one in there.

27 THE CHAIRMAN: Can you think of any  
28 industry in Ontario now who would be getting trained  
29 personnel from some source that should be training  
30 apprentices?

MR. SIMMONS: The steel people train  
people constantly, it is a constant thing. Of course, to  
me it would be to the benefit of everybody concerned  
including the industries who would battle it, in order to



facilities to train them and they take in young people  
within the category and train them. In this way they  
would be trained properly. This is done in New Zealand,  
there the governing board of apprenticeship can require  
a man to take an apprentice if he has the facilities to  
take the apprentice and train him according to the  
standards which are agreed upon and set elsewhere.  
Legislation were enacted to require industry taking  
people into a trade to be trained to standard skills,  
then they should be registered, they should be under  
certain control. Control is loose, comparatively loose,  
but nevertheless they should be trained to certain  
standards which are agreed upon by the trade itself and  
trained and reported according to agreed standards and  
methods.

Mr. J. H. Jones: In the industrial code  
the government does come in indirectly if they do not.

Mr. J. H. Jones: They are subject to  
fine if they do not do it. If a man is a painter or has  
a machine shop and he has facilities, they can order him  
to take one or two apprentices.

Mr. J. H. Jones: Don you think of any  
industry in Ontario now who would be getting trained  
personnel from some source that should be training

apprentices?  
Mr. J. H. Jones: The steel people train  
people constantly, it is a constant thing. Of course, to  
me it would be to the benefit of everybody concerned  
including the industries who would benefit it, in order to



1  
2  
3  
4 do so, because it would enact a standard of skill, a  
5 standard of skill and knowledge, so when a man is trained  
6 as a machinist or a tool and dye maker or industrial  
7 sheet metal worker, whatever he might be, he finishes  
8 with a government certificate which is acknowledged as  
9 nothing else is acknowledged. There is no other  
10 standard in this province acknowledged in trades except  
11 the government certificate, because the certificate from  
12 General Motors is not necessarily acknowledged by any-  
13 body else, because they do not know that these have  
been trained to their ideas.

14 MR. THOMPSON: This is the idea  
15 behind your second paragraph in connection with the  
16 Director having authority to approve the content of  
17 trade training courses. Taking the vocational schools  
18 would I be wrong in suggesting you feel some of the  
content now being taught in these schools is not adequate?

19 MR. SIMMONS: No, that does not  
20 refer to technical school courses. Speaking there of  
21 pre-apprenticeship training --- this would be particular-  
22 ly applicable --- I have said the Director is in con-  
23 stant contact with the trades and is in a position to  
24 know the proportion of subjects to be taught to the  
25 apprentice. This would be particularly applicable to  
26 any pre-apprentice programme. This has been the subject  
of discussion for years.

27 MR. THOMPSON: Are there not now  
28 students who go to Nassau Street?

29 MR. SIMMONS: Nassau Street, yes.  
30 My thoughts here would apply to any such institutions



standard of skill and knowledge, so that a man is not only  
 as a machinist on a tool and dye maker or industrial  
 sheet metal worker. Moreover he must be furnished  
 with a government certificate which is a recognized  
 nothing else is acknowledged. There is no other  
 standard in this province and no one is to be taken  
 the government certificate, because the certificate is a  
 general letter is not necessarily a certificate of  
 body else, because they do not know what they have  
 been trained to their work.

Mr. Chairman: This is the first  
 behind your second paragraph in connection with the  
 Director having authority to report to the Council on  
 trade training courses. Talking of vocational schools  
 would I be wrong in suggesting you have some of the  
 content now being taught in these schools as set out in  
 Mr. Chairman: No, that does not

refer to the technical content. Speaking there of  
 pre-apprenticeship training --- this would be the technical  
 ly applicable --- I have said the answer is in con-  
 sistent content with the teacher and is a good first to  
 know the production of subjects to be taught to the  
 apprentice. There would be practically applicable to  
 any pre-apprentice program. This has been the subject  
 of discussion for years.

Mr. Chairman: Are there not new  
 standards to be set for these subjects  
 Mr. Chairman: These are the subjects  
 ly thoughts here would apply to the same institutions



1  
2  
3  
4 which are training apprentices or training people to be  
5 apprentices. Then the Director of Apprenticeship should  
6 have power to okay the courses which they are to give  
7 instead of leaving it entirely in the hands of the  
8 Department of Education authority.

9 MR. EBERLEE: At the present time  
10 a kid at technical school might go through a motor  
11 mechanics course, could he get two years off his appren-  
12 ticeship course?

13 MR. SIMMONS: If he completes it and  
14 in that instance the Director of Apprentices should be  
15 approving that.

16 MR. EBERLEE: Technical school  
17 courses?

18 MR. SIMMONS: No, I would not go  
19 that far, because there I am interfering and I do not  
20 want to interfere with the normal course of wisdom of  
21 people who set up training in the Department of Education.

22 MR. EBERLEE: But this is a form,  
23 pre-apprenticeship?

24 MR. SIMMONS: It is a form but it  
25 has been accepted by the trade itself, by the motor  
26 vehicle trade itself, if a boy has a successful test and  
27 can get a certificate in two years I would not interfere  
28 with that. However, I am visualizing that actually  
29 pre-apprenticeship training courses may be set up in  
30 other buildings other than provincial institutions.

MR. EBERLEE: There is nothing today  
in existence that is really a pre-apprenticeship?

MR. SIMMONS: No, but we have been



which are training apprentices or trainees to be apprentices. Then the Director of Apprenticeship would have power to know the courses which they are to give instead of leaving it entirely in the hands of the Department of Education authority.

MR. STANLEY: At the present time a kid at technical school might go to a night school mechanics course, could he get the same credit as if he went to a day school? MR. STANLEY: If he completes it and in that instance the Director of Apprenticeship would be approving that.

MR. STANLEY: Technical school courses? MR. STANLEY: Yes, I think so. That is, because I am sure that I would want to interest in the night course if I could. People who get up training in the Department of Education, MR. STANLEY: Yes, I think so. Pre-apprenticeship.

MR. STANLEY: It is a form that has been accepted for the course at all, by the motor vehicle trade itself. If a boy has a successful test and can get a certificate in two years I would not interfere with that. However, I am visualizing that certainly pre-apprenticeship training courses may be set up in other buildings other than provincial institutions.

in existence that is really a pre-apprenticeship? MR. STANLEY: Yes, I think so.



1  
2  
3  
4 talking about it for years and I am coming on with this  
5 later. I think this is valuable because we did this  
6 under the youth training, that is what we were doing,  
7 pre-apprenticeship training and we were not justified  
8 in expending the money.

9 SECTION 7 of the Act states in part:-

10 'No person who is eligible to be an  
11 apprentice in a designated trade --- shall be  
12 employed in such trade for a period or periods  
13 totalling more than three months, except under  
14 contract of apprenticeship ---'

15 The word 'eligible' here should be  
16 changed, possibly to 'no person who is of apprenticeable  
17 age' etc.

18 Undoubtedly, the intent of this section  
19 was to cover all boys between sixteen and twenty-one who  
20 enter the designated trades but in practice this leaves  
21 loopholes. For example, a boy of sixteen with only  
22 Grade 6 education is not eligible under the regulation  
23 and consequently the Director has no authority concern-  
24 ing his employment in the trade. His employer may not  
25 classify him as an 'apprentice' but he may be called a  
26 'helper' performing similar duties at sub-standard rates,  
27 if necessary.

28 This has been a thorn in our flesh for  
29 many years because we find a boy in the trade and he has  
30 not the education the regulation requires. In this case  
the employer says "You have no authority at all" which  
we do not. The worst of it was having no authority the  
boy was denied the training which might have made a





talking about it for years and I am coming on with this  
 later. I think this is valuable because we did this  
 under the youth training, that is what we were doing,  
 pre-apprenticeship training and we were not qualified  
 in expending the money.

SECTION 7 of the Act states in part

"No person who is eligible to be an  
 apprentice in a designated trade or occupation shall be  
 employed in such trade for a period of years as  
 totalling more than three months, except under a  
 contract of apprenticeship."  
 The word "apprentice" has been  
 changed, possibly to "no person who is not employed as  
 an apprentice," etc.

Consequently, the intent of this section  
 was to cover all boys between sixteen and twenty-one who  
 enter the designated trades and occupations this means  
 lockholes. For example, a boy of sixteen with a  
 three year education is not eligible under the Act, but  
 and consequently the Director has no authority concerning  
 his employment in the trade. This of course may be  
 changed as an "apprentice" but he may be called a  
 "trainee" or "boy" or "junior" or "assistant" or "helper"  
 if necessary.

This has been a thorn in our flesh for  
 many years because we find a boy in the trade and he has  
 not the education the regulation requires. In this case  
 the employer says "You have no authority at all" which  
 we do not. The worst of it was having no authority the  
 boy was denied the training which might have made a



real man of him.

#### RATIOS -- TRADE REGULATIONS

In the trade regulations, ratios of apprentices to journeymen are determined, generally to coincide with the established practices in the trade - 1 apprentice to 3, 5, or 8 journeymen as the case may be, which would indicate a protection against flooding a trade with apprentices beyond normal capacity.

These regulations, however, are applied to each employer's staff and not to the trade in general on a district or local level. Thus, it is common for an interested employer to train a full quota of apprentices while the employer who does not train them will coax away boys for his own use when they have become qualified. This is common practice. Also, this provision of the 'shop' ratio is quoted by local committees to refuse application for an additional apprentice to an employer with a full quota even though there may be many shops in the locality with none.

The following suggestions are submitted for consideration:-

1. That the practice of assessment of employers, as provided in Section 21-of the Act, be re-instated. (It was discontinued during the early days of the Depression). This would require every trade employer to pay his share of apprentice training costs, whether or not he employed them.

2. That the Board be given authority to require employers to hire apprentices of

real man of law.

WILLIS - TRADE REGULATION

In two trades regulated, rates of

apprentices to journeymen and journeymen to masters.

coincide with the established practice in the trade -

1 apprentice to 2, 3, or 4 journeymen in the case of the

which would indicate a proportion of 1 to 2, 3, or 4.

trade with 2 journeymen to 1 apprentice.

These regulations, which are applied

to each employer's establishment, are not to be

general on a matter of a local nature. They are

common for an industry, and apply to all employers

of apprentices, whether they are journeymen or not.

which does not mean that the rates are not to be

become qualified. It is a matter of fact, that

provision of the law is not to be

committees to reduce apprenticeship fees and

apprentices to an employer with a limit of 100.

there may be some hope in the industry of 100.

The following regulations are set forth

for consideration:-

1. That the practice of assessment of

employers, as provided in section 11 of the act,

be discontinued. (It was discontinued during

the early days of the Dominion). This would

require the trade employer to pay his share

of maintenance training costs, whether or not he

is a member of the

2. That the duty to give

to require any system of apprenticeship or



1  
2  
3  
4  
5 their trades, as is done in New Zealand.

6 3. That the Director be empowered,  
7 within limits, to place apprentices with good  
8 employers in excess of quota. 'Within limits'  
9 might be interpreted as allowing additional  
10 first year apprentices equal to the numbers  
11 of boys in their final year of apprenticeship  
12 with that employer.

13 THE CHAIRMAN: Are you going to say  
14 anything further about New Zealand later on?

15 MR. SIMMONS: No.

16 THE CHAIRMAN: You have not designated  
17 the trades they have in New Zealand?

18 MR. SIMMONS: I am afraid I cannot  
19 say off hand. There are a great number of them and it  
20 extends into far more trades than we do because ours  
21 have been designated trades, concentrated entirely on  
22 building trades and then later into the barbering and  
23 hairdressing trades

24 MR. EBERLEE: Why have we not designated  
25 more trades?

26 MR. SIMMONS: You must remember that  
27 designation of trades is a matter of request from  
28 employers of the trades that they be allowed to come  
29 within the Act. The procedure would be that a petition  
30 of twenty-five or more, if I remember correctly,  
employers request the government that their trade be  
designated, and then it is up to the Department to in-  
vestigate, to see that they are agreeable or that the  
tail should not wag the dog. At least the majority of





1  
2  
3  
4  
5 the people in the trade are agreeable to it and see the  
6 benefit to be derived. In actual practice, of course,  
7 the motor vehicle trade came in on that, it took years  
8 to satisfy itself it was for their good. The hairdress-  
9 ing trade was the same and the barbers the same. It  
10 takes a long time and as the Act stands now, you cannot  
11 force them unless you can establish legislation that  
12 requires an apprentice to be recognized as an entity  
13 and that he has the right to be trained properly and in  
14 a proper way.

15 MR. EBERLEE: Do you think it should  
16 be left to the industry, employers and employees, to  
17 come forward with the request?

18 MR. SIMMONS: Personally, no.

19 MR. EBERLEE: It is not too practical,  
20 I suppose?

21 MR. SIMMONS: It won't be practical  
22 if you try to force it on them but I do not think even  
23 if it were done that it would not be too long to  
24 recognize the value, because the value is there and we  
25 must do something because we have to have apprentices.

26 THE CHAIRMAN: You are forcing  
27 something on them now so before you do that you have to  
28 designate the trades?

29 MR. SIMMONS: Bring them within the  
30 scope of the Act in some form.

MR. BOYER: What is the situation  
in other countries, do they follow the same line as we  
do about employers having to make a petition?

MR. SIMMONS: No, we cannot really







base our thinking on what other countries have done. In European countries it is a normal thing, I wanted to be an electrical engineer and there was one way through for me, I had to be apprenticed, to serve seven years to be a junior. No matter what you did if you went to a draper shop you had to be an apprentice, it is just the normal thing, and that is what we are trying to compete against.

MR. BOYER: In newer countries like New Zealand, it would seem there must be some other system.

MR. SIMMONS: Well, they carried on more the tradition, New Zealand and Australia carried on the English tradition with them and they still have that way; New Zealand still thinks traditionally but we do not. We could speak of the United States ----

THE CHAIRMAN: It is compulsory they be designated and you say it is compulsory that the Director can say "You take in so many apprentices,"?

MR. SIMMONS: The governing board do that. As a matter of fact, I think Mr. McNeill might be able to find a lot of New Zealand legislation there, listed there, the books on New Zealand, and you will probably find them in the bookcase.

MR. EBERLEE: In discussing the legislation you refer to the Director and also to the Board, you mean the industry and labour ----?

MR. SIMMONS: In the Department we say the Board.

MR. EBERLEE: I was thinking in terms



base our thinking on that. When countries have come  
In European countries it is a common thing, I wanted to  
be an electrical engineer and there was one way or the other.  
For me, I had to be specialized, to make seven years  
to be a junior, no matter what you did, if you went to  
a draper shop you had to be an apprentice, it is just  
the normal thing, and that is what is going to

be a common thing in the future.  
New Zealand, it would seem, does not have a good system

of training. They started on  
more the traditional, the traditional way of training  
on the English tradition with courses that will have  
that way. The system is still the same, but they have  
we do not. We have a system of training that is different from

the traditional and now we are in a position where we have  
Director and say "What is the system of training?"

to that. As a member of the Council, I think we might  
be able to find a list of how various legislations there,  
listed there, but books on New Zealand, and you will  
probably find them in the library.

Mr. Macdonald: In discussing the  
legislation you refer to the Director and also to the  
board, you mean the industry and training board?



1  
2  
3  
4 of the organization as the Board, a necessary feature in  
5 this legislation.

6 MR. SIMMONS: No, you asked me a  
7 straight question and I answered you. I do not see what  
8 actual purpose they serve except to accept and pass  
9 regulations. You asked me a straight question and I  
10 gave you a straight answer.

11 MR. EBERLEE: The supervisor should  
12 be responsible to the Minister?

13 MR. SIMMONS: Yes.

14 SECTION 14 OF THE ACT states:-

15 'When the terms of a contract cannot be  
16 fulfilled, the Director may arrange for the  
17 transfer of the apprentice to another employer.'

18 It is suggested that the word 'cannot'  
19 be eliminated, and substituted by 'Where the terms of a  
20 contract are not being fulfilled'. There are instances  
21 where facilities for proper training exist but where the  
22 apprentice is being used for labouring work or other  
23 work and is not receiving proper training.

24 That has always been a bug bear to us  
25 too, they know it exists and he is not getting training.

26 The Director should have power to  
27 transfer the contract in such cases.

28 SECTION 15 (h) of the Act provides:-

29 'That the Board may make regulations  
30 requiring all persons in any designated trade  
--- to hold a current certificate of qualifi-  
cation --- etc.'

Such regulations have been made, by





request of the trades concerned, in the Motor Vehicle Repairer, Hairdressing and Barbering trades and there are approximately 29,000, 15,000, and 6,000 respectively, certificates in issue in these trades.

The result of such certification has been a higher standard of skill, better service for the public, and improved wage standards for the people of these trades.

It took a good fifteen years of slugging for the public and the trade itself to say "I am a certified mechanic and now you see it."

While such certification has only been instituted by trade request, a program might be inaugurated to acquaint other designated trades of the advantages of standard requirements for skilled tradesmen.

The motor mechanic trade alone, mainly through this, has more apprentices than all the other trades put together although it is ten years younger.

SECTION 16 OF THE ACT makes provision for Provincial Advisory Committees for each designated trade or group of trades.

The Provincial Advisory Committee for Building Trades covers the group of building trades, deals with matters concerning the group, and has power to make regulations for each building trade.

It is suggested that this be changed and that there be a separate Provincial Advisory Committee for each trade, the personnel of such Committees being directly connected with each trade.

The Motor Vehicle Repairer trade is an



request of the trades concerned, in the Motor Vehicle  
Reporter, Motorcasing and Farming trades and there  
are approximately 20,000, 15,000, and 5,000 respectively.  
Certificates in issue in these trades.

The result of such a situation has  
been a higher standard of skill, better service for the  
public, and improved wage standards for the benefit of

it took a good fifteen years of struggling  
for the public and the trades itself to get it done  
certified mechanic and now we have it.  
This such certification has only been

instituted by state statute, a powerful right of industry  
to represent their best interests in the industry, as  
of standard requirements for training in certain  
the motor mechanic trade alone, mainly

through this, has more experienced than all the other  
trades put together although it is not very young.  
SECTION 10 OF THE ACT makes provision for Provincial  
Advisory Committees for each designated trade or group  
of trades.

The Provincial Advisory Committee for  
Building Trades covers the group of building trades,  
deals with matters concerning the group, and has power  
to make regulations for such building trades.  
It is suggested that this be changed

and that there be a separate Provincial Advisory  
Committee for each trade, the personnel of such  
Committees being directly connected with each trade.  
The Motor Vehicle Reporter trade is an



example of a 'one trade' Advisory Committee, and through this, the interest in apprenticeship has advanced to a point where there are more registered apprentices in this one trade than in all the building trades combined.

While the contribution to apprenticeship by some of the members of the Provincial Advisory Committee for Building Trades has been invaluable, nevertheless, the grouping of trades tends to make the apprentices a bulk statistic and the more personal interest by the several trades is lost.

#### PRE-APPRENTICESHIP TRAINING

Earnest consideration should be given to the question of plans for pre-apprenticeship training, preferably to be given at Provincial Trade schools, and particularly in the industrial trades. Experience has shown that employers in the trades within industry are reluctant to institute apprentice training with boys who lack basic knowledge of the trade and who, therefore, represent a financial loss in training time, waste of material, etc.

It was found, however, during the Dominion Provincial Youth Training Program, 1936 to 1940, that where boys had been given two or three months good basic training in the skills and knowledge of the trade, employers were willing to accept them and develop them beyond that as apprentices.

This could apply to Machinists, Tool & Die Makers, Instrument Makers, Industrial Sheet Metal Workers, and numerous industrial trades where apprentice





1  
2  
3  
4 training is essential to meet the high standards of skill  
5 and knowledge required in modern industry.

6 The training standards should be set  
7 by representatives of the trades involved and an agreed  
8 plan of systematic apprentice training to the full  
9 status of journeyman registered with the Director of  
10 Apprenticeship.

11 Applicants for such training should be  
12 selected and approved by the employer and placed under  
13 contract of apprenticeship, the time spent in the pre-  
14 apprenticeship course to be a probationary period under  
15 the contract. It is essential that no one enter such  
16 a course without this definite sponsorship.

17 Early in the Dominion Provincial Youth  
18 Training Program, experience showed that to institute  
19 such a course on the expectation of later placement  
20 leads to disappointment and waste of the taxpayers money.

21 Provision should be made for the  
22 registration of the apprenticeship contracts with the  
23 Apprenticeship Branch, regular progress reports on each  
24 apprentice, and the issue of apprenticeship certificates  
25 on successful completion.

26 Representatives of some of the principal  
27 industrial trades might be invited to discuss such plans  
28 with your Committee.

29 There have been two such plans that  
30 have been operating successfully for some years, in the  
inauguration of which I was privileged to collaborate.  
These are in the trades of lathing and structural steel  
drafting. The operation of these plans in registration,





1  
2  
3  
4 job training, school training, and issuance of certifi-  
5 cates, run parallel with those in the designated trades.

6                   There are, in addition, a number of  
7 other apprentice plans registered with the Apprentice-  
8 ship Branch by firms and organizations training  
9 apprentices to their own requirements. Among them are  
10 the National Research Council, Ottawa and Chalk River,  
11 and the Ontario Hydro Electric System. Many of them are  
12 able to take advantage of the apprentice training classes  
at the Provincial Institute of Trades.

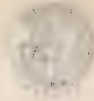
13                   Organized apprentice plans of this  
14 nature would not only benefit industry, but would provide  
15 the proper opportunity for graduates of our Secondary  
16 School system, rather than throw them to 'dead end' jobs  
17 where so much of their educational development is lost.

18                   I would point out that most of the  
19 thoughts and principles enumerated above were used in  
20 the Dominion Provincial Training Program during the  
21 Depression years when young men found it almost impossible  
22 to get work. They were successful in more than ninety  
23 percent of the cases in placing them on the road to use-  
ful, successful lives. The actual figure is 93.5.

#### 24 25 INSTRUCTORS

26                   In the event of such apprentice training  
27 programs being developed within industry, with school  
28 training as part of the plan, the instructors should be  
29 procured from the ranks of properly qualified tradesmen  
30 to teach the required skills and subjects directly  
related to those skills. English, Science, etc. could





job training, school training, and assistance in starting  
business, and assistance in starting business.

There are, in addition, a number of

other agencies which are active in the field of

ship training by means of a specialized training

applicants to their own organizations. Among them are

the National Research Council, Federal and State

and the American Society of Mechanical Engineers. Many of these will

also be able to assist in the training of

at the Provincial Institute of Technology.

Organized agencies of this

nature would not be concerned in the work of the

the proper organization for the work of the

school system, and in the field of

which is much of the work of the

in the field of the work of the

throughout the work of the

the training of the work of the

represented in the work of the

to get work. It is not possible to get the

percent of the work of the work of the

but, successful in the work of the

in the work of the work of the

in the work of the work of the

in the work of the work of the

in the work of the work of the

in the work of the work of the

in the work of the work of the

in the work of the work of the

in the work of the work of the

in the work of the work of the

in the work of the work of the



1  
2  
3  
4  
5 be taught by academic teachers.

6 A method used by the apprentice train-  
7 ing school of the London (England) Electric Authority,  
8 might be considered. There, the skills and related  
9 subjects are taught by tradesmen and the boys sent, on  
10 specific days, to Secondary School classes for required  
11 academic subjects.

#### 12 MULTI-TRADE APPRENTICESHIP

13 Generally speaking, the present trend  
14 to higher skills and greater knowledge in standard  
15 trades does not lend itself to apprentice training for  
16 more than one trade.

17 There are exceptions, such as plastering  
18 and bricklaying which is a dual trade in some parts of  
19 Canada, but such trades as plumbing and electrical  
20 require the full apprentice term to become proficient and  
21 to join them would result in half knowledge. The old-  
22 time carpenter was trained to be a carpenter and joiner  
23 but recent trends have been to designate the carpenter  
24 on large projects to do 'rough' work, leaving the  
25 joinery, trim, and finish to the more skilled men. The  
26 registered apprentice carpenter is trained to be a  
27 carpenter and joiner as he should be.

28 Consideration could be given to trades  
29 that maintain or service in industry, classifying such a  
30 man as a fitter or artificer. Such an artificer would  
be the maintenance mechanic trained as a fitter or  
repair man with knowledge of electrical maintenance,  
pipe fitting, etc. This could be a useful trade requir-

be taught by vocational teachers.

A method used in the schools is to train

ing school of the London (England) School of Artillery.

might be considered. These are the schools which

subjects are taught by tradesmen and the boys work on

specific days, in government schools, for training

artistic subjects.

#### ARTS-TRADE A PROGRAM

General is speaking, the present state

to higher skills and greater knowledge in training

trades does not feel that it is very different from

more than one trade

There are no schools, but as a result

and practicing work is a good course in many ways of

Canada, but not in the United States.

require the full, practical training in the present one

to join them would mean in the United States, the other

time spent on the training in the United States and in the

but recent trends have been to separate the training

or many subjects in the United States, leaving the

journey, time, and in fact, the more practical work. The

register, appropriate exercises, in training to be a

carpenter and joiner, or in the United States.

Canadian schools would be given to the

that training or training in the United States, classifying and

and as a result of this, when an artist would

be the management would be trained as a better one

regard men with knowledge of the United States.

the filling, etc. This would be a useful trade requir-



ing full apprentice training.

#### EMPLOYMENT DURING APPRENTICESHIP

This is essential except during school training periods as, otherwise, the relationship of employee and employer is lost and the apprentice does not gain the sense of the value of his training in relation to his daily work. A trade cannot be taught solely in a school.

An apprentice must be primarily trained 'on the job', his school training covering instruction which he cannot ordinarily receive and absorb during his daily work. This is essential to true apprenticeship. The four walls of a school do not provide the atmosphere, trade knowledge, and experience of job training.

#### TECHNICIANS

The Terms of Reference contain the question 'Are we training enough technicians? If not, how can we best train more?'

If it refers to the type of person whose qualifications lie between the ranks of the craftsman and the professional scientist or engineer, then the product of such as the Ryerson Institute of Technology could supply the answer. Another source could be outstanding apprentices who receive further training in science and technology.

The term 'technician' needs clarification. The word itself, which is used so loosely, as in 'radio technician' indicating a radio repairman, and many such





1  
2  
3  
4  
5 appellations, often referred to in advertisements by  
6 private schools have no comparison to the intent of the  
7 term used in the Terms of Reference.

8 LEARNERSHIP

9                   The word is used to differentiate  
10 between the present term of apprenticeship as it is now  
11 known and methods of shorter-period training. It is  
12 almost limitless in its scope and can apply to both men  
13 and women, providing that industrial co-operation can  
14 be obtained.

15                   The present problems should be approached  
16 from the standpoint that every person who can be trained  
17 to some form of definite skill is an asset to himself  
18 and the country at large.

19                   Experience in this training during the  
20 Depression, and for War production, showed that almost  
21 everybody could be trained to some skill or useful  
22 occupation, even the physically handicapped.

23                   I might say at Galt we had three one-  
24 legged instructors that were trained from nothing, they  
25 had one leg apiece. This fact should be useful in the  
26 present war against unemployment.

27                   It is realized that educational require-  
28 ments constitute a handicap in present and proposed  
29 training programs but, is the unemployed person who lacks  
30 these qualifications to be condemned to remain unemployed  
and to be a national burden?

                  In a statement in the paper the night  
before last someone was saying that all the people who







1  
2  
3  
4  
5 applied for training, forty-five per cent of them were  
6 grade eight or lower, and therefore, nothing could be  
7 done for them.

8 It is not always necessary that a  
9 person with Grade 8 be sent to school for two years in  
10 order that he might qualify for a training course with  
11 a Grade 10 minimum. Rather, fit the training to the man;  
12 teach him those essentials of mathematics and subjects  
13 directly related to the work so that he may intelligently  
14 understand and operate. This was done before and can be  
15 done again.

16 The 'Learnership' program might be  
17 divided into

18 1. Training courses to industrial  
19 requirements and sponsored by industry for  
20 employment. The courses to be operated by  
21 Government agency.

22 2. Subsidizing employers for wages paid  
23 to persons during an approved training period.  
24 This would offset the objection, 'cannot afford  
25 costs involved in training'.

26 Government training courses could be used in

27 (a) operational skills, in machine trades.

28 (b) branches of trades such as welding, wood-  
29 working, etc.

30 (c) upgrading of people with present skill and  
knowledge

(d) rehabilitation of previously skilled men  
who have 'lost' their trades.

(e) retraining of men with 'obsolete' skills





(f) supervisory and foremanship training  
(The 'J' courses - Job Instructor, Job Method and Job  
Relations Training Courses were very valuable).

This envisages a stepping up of the  
present skilled and semi-skilled people to create a  
more efficient and valuable work force and to make room  
at the bottom for many of the present employed. It is  
only by raising the economic value of our people that  
we can compete with countries that are making full use  
of those assets.

It is acknowledged that such programs  
involve great costs but investment in this field must  
ultimately be of greater value than the 'dead loss' of  
welfare and unemployment insurance payments.

To your specific questions on page 10,  
it would be my opinion that any unemployed persons who  
can be qualified and given the opportunity of courses  
within the Program should be required to take them.

The question of higher benefits should  
be considered where extra costs such as travelling or  
out-of-town board while in attendance at courses are  
involved.

I trust the foregoing may prove to be of  
some value in your deliberations on this most important  
subject of 'Manpower Training'.

THE CHAIRMAN: Are there any  
questions?

MR. BOYER: Do you think there should  
be compulsion in the case of an unemployed man who is  
qualified and can be trained, do you think he should be





1  
2  
3  
4 obliged to take some course?

5 MR. SIMMONS: I would say so, de-  
6 finitely. I do not see why he should receive some other  
7 form of government assistance that has no practical end  
8 when the opportunity is there and he has the ability.

9 PROFESSOR LOGAN: I would like to ask  
10 Mr. Simmons what he thinks of this pre-training which  
11 has developed in other provinces? What has the effect  
12 of that been? Is a lad who has had six months or a  
13 year pre-training more likely or less likely to take up  
14 a regular apprenticeship?

15 MR. SIMMONS: Well, to me that type  
16 of training --- I have stated that in here, that pre-  
17 apprenticeship training should only be part of the  
18 proper --- I would not spend money on somebody coming in  
19 and then walking out for the purpose of the thing but  
20 to train skilled men and then everybody belonging to it  
21 must lean towards being fully skilled.

22 PROFESSOR LOGAN: I have run into  
23 some people in asking my questions who have taken the  
24 stand that they learned all this before and I have heard  
25 it once in association with schools, one at Ridgetown  
26 and this fellow said, he is now an apprentice but he  
27 said as he saw it he knew this all before.

28 MR. SIMMONS: Well, I think I can go  
29 back and I am speaking here in fact of an experience the  
30 basis of which we were working out at the Galt Aircraft  
and we built this up from nothing. The first class was  
1,066 boys and we built it out of nothing, literally  
and absolutely nothing. All we had to start with was a







1  
2  
3  
4  
5 piece of paper which was an agreement between the  
6 federal and provincial governments which was just the  
7 terms under which they shared the cost. That was  
8 literally all we had which was literally nothing, it  
9 was just a piece of blank paper to us to do something  
10 about boys out of work and people who had no trade and  
11 no hope, and that is literally what we had. The only  
12 thing we had was the agreement between the two governments,  
13 not to say how to do it or what we could do, and out of  
14 nothing this developed, and we were able to revive  
15 apprenticeship which had died during the depression and  
16 the war. There were 133 apprentices finishing their  
17 time and that is all there was on the whole roster.  
18 It was just these ideas, this idea of pre-apprenticeship  
19 training was exactly what we did at Galt. We saw that  
20 the general overall idea of this youth training which  
21 we have stayed with right through, was the idea of Jim  
22 Marsh who was Deputy Minister. He said if we are going  
23 to spend money we would spend it on young people who can  
24 learn something and develop it through their lives.  
25 The other provinces did not but this province stayed  
26 with the practical things and that is what developed  
27 and the pattern for this when the war came was carried  
28 right across Canada. They came to Galt to find out how  
29 we were doing it and we made some long lasting friends  
30 from that. They came to us and spent time with us to  
see what we were doing. It all came out of practical  
things there, a practical man there, a man who thought  
we should develop something for somebody who wanted to  
learn and no one could take it away from him.





1  
2  
3  
4  
5 You know, I am going to take a moment,  
6 if I may, to read something I came across strangely  
7 enough yesterday. This is a letter from a naval  
8 lieutenant commander and I will give you the date. This  
9 is something that has always stayed with me and impressed  
10 me. This is November 2nd, 1945, significantly less than  
11 two months after V.E. day. This is written from  
12 Germany, an engineering lieutenant commander sent it and  
13 he says:

14 "I see the wartime building here. The  
15 hinges on the doors are wonderful, also the  
16 chandeliers of glass and plastic, the beams  
17 in the buildings, the reinforced concrete,  
18 they are all good, the design is good and the  
19 workmanship is excellent. I am afraid in our  
20 country in order to make anything cheaply we  
21 substitute shoddy workmanship and keep our  
22 material costs about the same."

23 I won't bother you more with that  
24 except that his impression was that the people would come  
25 out of it because of the wonderful trades and crafts  
26 skills that they have. I think today that is the story.  
27 That is what I want in this country, my predecessor  
28 Fred Haws worked and talked this and I tried to follow  
29 in his footsteps as to what apprenticeship means to  
30 Canada. We must have it, we cannot go back. I think if  
any of you just think a minute of what there is around  
you as you meet day by day, the services you get in the  
stores and shops, find anybody who knows anything, who  
does not pass the buck on to somebody else in the





1  
2  
3  
4  
5 simplest things in these days where we have efficiency  
6 experts working for us.

7 THE CHAIRMAN: We have heard the  
8 German technicians were much smarter than we are in  
9 Canada and that it was the training that made them that  
10 way.

11 MR. SIMMONS: It is traditional  
12 training, it is the same with the British.

13 THE CHAIRMAN: Now where did this  
14 start, some training in public schools?

15 MR. SIMMONS: No, not necessarily.  
16 It starts --- well, myself, I wanted to become an  
17 electrical engineer. I was in Polytechnic so there was  
18 only one way, I had to go and see people and I went to  
19 the London Electric Supply Corporation and I had to  
20 serve a seven year apprenticeship.

21 THE CHAIRMAN: How old were you?

22 MR. SIMMONS: Fourteen, and, strangely  
23 enough, I was fourteen years and eight months and just  
24 finished fifth form at Polytechnic. I have often  
25 wondered how I did it.

26 THE CHAIRMAN: We find with many of  
27 our problems our boys are still in public school at age  
28 fifteen or sixteen.

29 MR. SIMMONS: There is one point I  
30 would emphasize and I tried to emphasize here. I spoke  
of three boys, three real excellent welding instructors  
we had at Galt, each with one leg. One of them was a  
boy who had been riding the rods and had fallen under  
the train at Cherry Street. He had grade seven education







1  
2  
3  
4  
5 and he lived on St. Patrick Street so you can imagine  
6 his environment. Another one, a big fellow that came  
7 into my office with one leg, he had come up from Cobourg  
8 and he walked most of the way, on one leg. He scared  
9 the life out of me because we were up in this building  
10 then and someone sent him to me saying I could do some-  
11 thing for him, and I had the job of finding out what  
12 could be done. He had an idea even with one leg he  
13 could learn to be a welder. Well, I had the job of  
14 helping him because he made threats that if he could not  
15 get something now, the Bloor Street Viaduct looked good  
16 to him. I held him all day and sent one of my girls  
17 with him out for lunch. I found an employer who would  
18 give him a job and I sent a letter down there with the  
19 guarantee, I arranged board for him and had to send one  
20 of my men to put him on the train so nothing would happen  
21 in the meantime. The last I heard of him he was  
22 managing director of a big iron works. We accepted them  
23 as they were where we could get grade eight as a minimum  
24 but we did not turn anybody away as long as he had  
25 enough intelligence and we taught them the things they  
26 needed to know. One boy was selling papers and turned  
27 out to be the foreman at a shipyard down in Nova Scotia  
28 making the fabulous sum of \$85.00 a week which during  
29 the early days of the war was fabulous.

30 I could go on for hours and hours on  
just these things.

More recently, last month, we celebrated  
our golden anniversary, our golden wedding, and there  
were two men there, one of them was Sid Stewart and he





1  
2  
3  
4  
5 was an apprentice who had two years at Northern Vocation-  
6 al who is now chief superintendent. The other one was  
7 an apprentice as a bricklayer in the same firm and now  
8 has a big business with chimneys, factory chimneys  
9 across Canada and down into the States. He was the boy  
10 who was stuck in the chimney down at St. John some years  
11 ago when all the rungs underneath him broke. I have  
12 known both of these boys since they were children and  
13 we tried to teach them what they needed to know but we  
14 did not turn anybody away unless it was hopeless.

15 MR. MORNINGSTAR: They just had  
16 grade 8?

17 MR. SIMMONS: Fred now has a home  
18 at Highland Creek worth \$100,000.00, and the other one  
19 had grade ten at Northern Vocational and he is now a  
20 superintendent. How did he get into this? Well, his  
21 father was an apprentice in Scotland before him and his  
22 father before him.

23 THE CHAIRMAN: Thank you, Mr. Simmons,  
24 we appreciate your coming here and, needless to say, we  
25 can see you have a knowledge of the subject we are  
26 dealing with, perhaps much more than any of us on the  
27 Committee. We do appreciate you coming here as a private  
28 citizen and taking an interest in this Committee.

29 MR. SIMMONS: I am afraid it is an  
30 interest I will never lose because I have lived with it  
all my life.

31 THE CHAIRMAN: Gentlemen, we have  
32 Mr. Gemt of the DeVry Technical Institute with us. Yes,  
33 Mr. Gemt?





MR. GEMT: Mr. Chairman, I would like to say, first of all, that I was asked on an hour's notice to come down here. Originally Mr. Vriesen, our vice-president in Canada was asked to submit a brief and he did write a letter and with your permission I would read the letter which Mr. Vriesen has written and perhaps enlarge on it a little myself and answer any questions which might come up. Incidentally, the name of our institute is DeVry Technical Institute and we train electronic technicians and technologists; we are a private school in Toronto.

This letter is addressed to your secretary:

"Mr. T. M. Eberlee, Secretary August 29, 1962  
Select Committee on Manpower Training,  
8 York Street,  
Toronto, Ontario.  
Dear Mr. Eberlee:

Thank you very much for your letter of July 16th and for an opportunity to present to you a few thoughts on man-power training from the standpoint of a private technical institute.

About 5 years ago we established here in Toronto a technical institute dealing with the various technical phases of electronics. The interest in our training program was so high and the demand for our graduates such that two years ago we built at the above address, what we consider to be the finest private technical institute of its kind in Ontario.

At present we have in our day and







evening school an enrollment of approximately 300 students and we can easily double that volume on a one shift basis with our present facilities.

In Chicago, an affiliate company, operates on a two shift basis and in using the same method we could accommodate up to 1,200 students.

Also, we have about 3 acres of land here on Lawrence Avenue and we do contemplate putting wings on our present building sometime in the future to accommodate many more students.

It is our feeling that a private technical institute can do much for government and industry. We know from experience that private technical institutes who must carry their own weight financially, must do an exceptional job in teaching and placing their students in industry otherwise they can't keep their students in school. Of our Chicago school it has more than once been said by leaders in the Chicago Board of Education that "DeVry Tech, through its private training programs saves the taxpayers of Chicago over a million dollars a year."

We have two types of educational programs:

- (a) A technician's program in Radio, Television and Communications where we accept students with an education of 10th grade or more.
- (b) A technology program where we accept only students with a high school education.

The technician's program runs from 36 to 48 weeks day-time, depending on the course selected, -- and the same program is given of a evening, doubling





1  
2  
3  
4 up on the time.

5 The technology program is given day-time  
6 only and covers a period of 72 weeks. The attached  
7 literature will give you a better picture of the scope  
8 of the various educational programs.

9 Our 72 week technology program has  
10 recently been approved by the Association of Professional  
11 Engineer's of the Province of Ontario.

12 We have a fine educational staff and  
13 our graduates are wanted by industry. Furthermore we  
14 have a young, aggressive organization and we feel that  
15 we definitely do fit into the presentation as made by  
16 Mr. Crispo, your Director of Research.

17 Should hearings be held in connection  
18 with the development of the man-power training and should  
19 private institutions be considered we would like to  
20 personally present our facilities to you. Furthermore,  
21 we would like very much to have a group of specialists  
22 from the Committee inspect our fine school."

23 I would like to add that I think what  
24 inspired this is a feeling as a private citizen and as  
25 a taxpayer that possibly the taxpayers of this province  
26 could be saved a great deal of money and industry could  
27 be very well served by some way or other fitting in the  
28 facilities of organizations such as ours. We have more  
29 than a quarter of a century experience in training men  
30 in this field and have an investment upwards of half a  
million dollars some way or other and our type of school  
could be fitted into the general scheme of other training  
or retraining. Actually the private trade schools are





1  
2  
3  
4  
5 rather used to being, shall I say, ignored. We are  
6 always on the defensive. Why this is I am not too sure  
7 but I do honestly believe it is in large part due to an  
8 almost complete ignorance of what is involved in an  
9 operation of our kind.

10 I also believe it is an ignorance of  
11 the sincerity of our approach to what we are trying to  
12 do. I was shocked, I must admit, in sitting here since  
13 two o'clock and listening to very good briefs that the  
14 private trade school was not mentioned whatsoever. This,  
15 inspite of the fact that DeVry Technical Institute last  
16 year turned out approximately twice as many electronic  
17 technicians as Ryerson. I would venture to guess the  
18 Radio College of Canada turned out possibly one hundred,  
19 one hundred and fifty. In other words, between the two  
20 private trade schools we turned out about four times as  
21 many technicians as Ryerson did.

22 Now, when you stop and consider that a  
23 company like Burroughs have been crying for electronic  
24 technicians and in the past year have started four  
25 classes each of about twenty-five and that about fifty  
26 of all of those classes came from DeVry and possibly  
27 twenty-five per cent from Ryerson and twenty-five per  
28 cent from Radio College of Canada, I think you cannot  
29 help but admit that we are contributing something towards  
30 the training of people and supplying the needs of  
industry. I would be very happy to answer any questions  
which might come to your mind about either DeVry or the  
trade school business in general about which I do know  
something.







1  
2  
3  
4  
5 MR. EBERLEE: You are licensed under  
6 the Trade School Regulations Act?

7 MR. GEMT: That is right.

8 MR. EBERLEE: Your entrance require-  
9 ments?

10 MR. GEMT: They are grade ten for the  
11 lower level programme and grade twelve for the technology  
12 programme.

13 MR. EBERLEE: Similar to Ryerson,  
14 I suppose?

15 MR. GEMT: Yes. Of course, we are  
16 doing under the same roof what P.I.T. are doing and  
17 Ryerson. Ryerson is turning out grade three technicians  
18 and technologists; P.I.T. is turning out, I believe,  
19 grade one or grade two technicians. When I use these  
20 terms, grades one and two, I am using the terms of  
21 reference of A.P.P.O.

22 MR. CHIAPPLE: What courses are covered?

23 MR. GEMT: Actually we have two main  
24 streams, one stream is radio television and the student  
25 has the option after thirty-six weeks in strictly radio  
26 television servicing, or he can continue on for another  
27 quarter. In commencing this level, it is the lower grade  
28 technician level, we play math to a minimum and the  
29 course is a practical course.

30 The other stream is technology with an  
optional graduation point of forty-five weeks at which  
time he has completed all the subjects so he can go to  
twenty-two weeks in the technological programme. In  
this we cover not only electronics but 180 hours of math,





1  
2  
3  
4 physics, technical report writing, and something on  
5 instrumentation which has a tie-in.

6 MR. CHAPPLE: That is the only field  
7 you cover?

8 MR. GEMT: Yes.

9 MR. CHAPPLE: If encouraged, would  
10 you possibly go into other fields of endeavour that would  
11 mean an expansion of your schools?

12 MR. GEMT: I do not think we would  
13 be interested ourselves. Even though I do not propose  
14 to defend or expound the cause of private schools as a  
15 whole I would suggest there are other very respectable  
16 private trade schools who do teach other occupations.

17 MR. CHAPPLE: There are at the present  
18 time?

19 MR. GEMT: Yes.

20 MR. CHAPPLE: I think we should find  
21 out about them.

22 THE CHAIRMAN: What do you feel the  
23 market is for these graduates of yours? Do you see it  
24 expanding every year?

25 MR. GEMT: I very definitely say that  
26 it is expanding every year. I can name only one field,  
27 I believe it is inevitable that Canada should in a bigger  
28 way expand what they are doing in space research or  
29 guided missile work. This is a field that Canada is just  
30 starting into. Some work is being done by Canadair  
and DeHavilland but the minute this reaches any size  
this type of programme in space research or guided missile  
work literally eats up technicians; this is the





1  
2  
3  
4 experience in the United States.

5 MR. HARRIS: Your inference was that  
6 all your graduates are immediately able to get a job  
7 and there is a great shortage for what you teach. Am  
8 I correct in that?

9 MR. GEMT: I did not mean to imply  
10 that. I would say that the proportion of our graduates  
11 who obtain work immediately after leaving school in  
12 their chosen field is probably a great deal higher than  
13 for an comparable government school. This is for the  
14 reason that we maintain a considerable staff on placement.  
15 This is part of my job in Toronto although fundamentally  
16 my job is running the school insofar as hiring and  
17 firing instructors and so on, but we have a staff in  
18 other parts of this country and in Chicago of eight or  
19 ten people who do nothing but placement work.

20 To go on a little further, the demand  
21 in the past two years has been very heavy. There is a  
22 slight lull at the moment but with the definite possi-  
23 bility that it is going to pick up just as strongly again  
24 within a matter of a month.

25 MR. EBERLEE: Do you expect the  
26 number of persons applying for admission would be reduced  
27 when Ryerson's big expansion programme is completed?

28 MR. GEMP: I do not want to seem in  
29 any way critical of Ryerson but we have certain definite  
30 advantages over Ryerson. I would like to name a few of  
what I consider to be advantages. Firstly, although we  
are criticized by many people for our methods of obtain-  
ing our students, we think that it is the best way.







1  
2  
3  
4  
5 We sell our prospect that this is a good trade to be in.

6 THE CHAIRMAN: How do you do this?

7 MR. GENT: Well, we do it partly by  
8 positive and partly by negative selling. We make him  
9 feel he is being given an opportunity, he is being given  
10 a privilege. I mean, I cannot expound on the sales  
11 technique because this is not my field.

12 THE CHAIRMAN: This is through  
13 advertising?

14 MR. GENT: Well, we only obtain leads  
15 from this method and advertising is strictly controlled  
16 by the Trade Registry here in the Parliament Buildings.  
17 We only obtain leads but we use the leads in the field  
18 by, as I say, a combination of positive and negative  
19 selling functions that this is a good trade to be in.  
20 This is what we have to begin with. These students are  
21 coming to us convinced that this is what they want to do  
22 compared with Ryerson where I do believe many of them  
23 are not sure of what they want to do. The statistics  
24 show they lose fifty per cent, about fifty-five per cent  
25 of these boys are lost in the first year and over the  
26 course of the three year programme fifty per cent of  
27 them are gone. I am speaking now of electronic technic-  
28 ~~ians, I do not know how it applies to the others.~~

29 MR. BOYER: You have some drop-outs  
30 in your school?

31 MR. GENT: We do, but it is not very  
32 high. I think this might reach about ten per cent over  
33 the seventy-two week programme. To go on, because we  
34 charge them money I think this has more value to them,





human nature being what it is.

MR. EBERLEE: What are your fees?

MR. GENT: Well, it has just recently gone up, \$125.00 on enrollment and \$22.00 a week tuition fees. That is for thirty weeks in school. Because they are paying for it or their parents are paying for it it has value to them.

Secondly, we make them work like blazes. There are no extra curricular activities or social activities, we make it clear that they have to work like a dog in order to get through. They do two or three hours work a night homework and the net result, I think, is that, coupled with our methods of teaching maintain a high interest with the result that we have a low drop-out. We have this advantage over Ryerson, I feel.

MR. EBERLEE: It would cost the fellow about \$1,500.00 over seventy-two weeks?

MR. GENT: Plus his room and board.

MR. EBERLEE: That runs straight through?

MR. GENT: Yes, two weeks at Christmas is all, it is a pretty rough go but my own personal opinion is that this does not do them any harm; as a matter of fact, I think it works better than the easy system.

THE CHAIRMAN: Do you find that over the years there is a demand for these technicians?

MR. GENT: The only thing is that we find over the years, as soon as one dries up there is another and it seems to be on the increase. Canadian





1  
2  
3  
4  
5 National Telegraphs are in the midst of a lot of installa-  
6 tion work between the caboose and engineers' cabs and so  
7 forth. They have this tremendous yard which will be  
8 almost solely electronic. We can see a lot of places  
9 for technicians there.

10 THE CHAIRMAN: Maintenance men on this  
11 yard, do they have to have many?

12 MR. GENT: No, there would not be too  
13 many in terms of numbers. There might be twenty or  
14 twenty-five but it is a case of twenty here and thirty  
15 there and fifty there plus a lot of small operations who  
16 only take one or two.

17 MR. HARRIS: Do you have very many  
18 people that are over twenty-five, say, twenty-eight or  
19 thirty?

20 MR. GENT: Not very many.

21 MR. HARRIS: It is generally the  
22 young student?

23 MR. GENT: Yes, we do have a night  
24 school programme but the enrollment is not too large,  
25 seventy-five or eighty. I would say the average age is  
26 possibly twenty-eight. Our day school is rather in the  
27 range of eighteen to twenty-one.

28 THE CHAIRMAN: Are there any other  
29 questions?

30 MR. EBERLEE: You do not advocate  
private ownership of technical schools?

MR. GENT: Of course not but there  
will always be a market, a number of people who would  
want to pay fees and go to school.







1  
2  
3  
4  
5 MR. EBERLEE: Such as yourself which  
6 has certain special features?

7 MR. GEMT: It has this attraction too,  
8 that even though the fees may seem high they are out in  
9 the field in a year and a half instead of three years,  
10 and if you total it up, the cost of that would be no  
11 more than going to Ryerson if you take into consideration  
12 that they are on the labour market one and a half years  
13 sooner, and if you work this out I do not think it would  
14 be any more money than going to Ryerson. In addition  
15 to that there is a demand for our students in some  
16 industries and this is much greater than would be the  
17 case for Ryerson men because our programmes and courses  
18 are more practical, they actually get the work on  
19 transmitters and so on far more than in Ryerson. This is  
20 a very practical course, even for the technology  
21 programme it is two-thirds lecture and one-third lab.

22 MR. EBERLEE: Even if the government  
23 were to go on building technological institutes there  
24 would still be plenty of room for private institutions  
25 to operate?

26 MR. GEMT: Oh, yes.

27 MR. EBERLEE: It is not a question  
28 of the government putting the brakes on something  
29 because it is trespassing?

30 MR. GEMT: Oh, no.

MR. BOYER: You have schools in  
several cities?

MR. GEMT: Only two, one in Chicago  
and one here. Chicago is a very large school, about





1  
2  
3  
4  
5 3,200 students has 220,000 square feet. My thinking was  
6 that possibly this Committee or someone in the  
7 government might consider the possibility of subsidizing  
8 someone who wanted to go to our kind of institute, in  
9 other words, to utilize the experience and the equipment  
10 that we have. That was my thought.

11 THE CHAIRMAN: I doubt if we as a  
12 Committee could make any recommendations along that line.  
13 I think that will be for someone in the existing  
14 Department, probably education. I think our problems,  
15 what we are interested in is unemployed manpower first,  
16 those who have not too much education and then continue  
17 on.

18 Are there any more questions? Thank  
19 you, Mr. Gemp, for coming and talking to us.

20 We will meet tomorrow morning at  
21 ten-thirty in this same room.

22 --- Hearing adjourned.  
23  
24  
25  
26  
27  
28  
29  
30





APPENDIX 1

314

Labour Force Male in Leading Construction Occupations and  
in Construction Industry: Canada and Ontario Census 1951

ONTARIO

	1951 Census		1961 Census		
	1	2	3	4	5
	Construction	Occupation	Construction	Industry	
	Number	% Increase	Number	% Increase	% of Occupation
Foremen and Inspectors	4,488		3,914		
Carpenters	39,149	39.9	27,633	25.0	70.6
Brick and Stone Masons	7,761	88.9	6,772	84.3	87.3
Plasterers and Lathers	3,747	119.4	3,663	118.4	97.8
Cement and Concrete Finishers	1,228		1,075		
Painters, Decorators, Glaziers	18,501	17.8	10,114	-3.9	54.7
Plumbers and Pipefitters	10,926	51.5	6,991	51.8	64.0
Sheet Metal Workers and Tinsmiths	6,159	27.0	1,441	140.6	23.4
Hoistmen, Crane-men, Derrickmen			1,043		
Electricians and Wiremen	13,730	60.2	5,253	153.0	38.3
Structural Iron Workers			1,147		
Construction Machinery N.E.S.	2,768		2,257		
Labourers			25,031	45.3	
TOTAL (as per Census)	105,999	46.3	124,884	62.3	

1951 figures from Vol.IV, Table 4, p.7 and Table 23, p.63  
Blank space - information unavailable.







APPENDIX 2

APPRENTICE DROPOUTS IN THE CONSTRUCTION INDUSTRY ADAPTED  
FROM REPORT BY DR. JOHN S. McCAULEY, CHIEF DIVISION OF  
RESEARCH, BUREAU OF APPRENTICESHIP AND TRAINING, UNITED  
STATES DEPARTMENT OF LABOR

---

Approximately half of the workers  
apprenticed in the construction industry in the United  
States do not complete their training. Some eventually  
obtain jobs in the building trades but do not have as  
good an opportunity to master every aspect of their  
trade as would be the case if they had completed  
apprenticeship. The high dropout rate lessens the  
effectiveness of apprenticeship as a source of skilled  
manpower and the industry can ill-afford this loss of  
potential craftsmen at a time when requirements for  
skilled workers are increasing.

This paper reviews the record of the  
industry in recent years regarding apprentice dropouts  
and compares the experiences of the various building  
trades. Reasons given by former apprentices for leaving  
training programs are discussed. Data on types of jobs  
obtained by dropouts are also covered. The paper con-  
cludes with some recommendations for reducing the number  
of dropouts.

I. Magnitude of Problem

The most comprehensive data on dropouts  
are provided by apprentice registration records maintain-  
ed by the Bureau of Apprenticeship and Training in  
cooperation with State Apprenticeship Agencies. These  
records show the number of workers entering and the





number leaving registered apprenticeship programs in the United States. A breakdown of the data on separations shows the proportion completing training as compared to those failing to complete. Statistics on the proportion completing registered apprenticeship programs in recent years are provided in table 1.

Table 1 - Percent Apprenticeship Completions in  
the Building Trades, 1952-1960

<u>Year</u>	<u>Percent</u>
1952	53.4
1953	57.6
1954	54.9
1955	52.3
1956	47.9
1957	43.7
1958	51.7
1959	52.0
1960*	48.8

\* Based on separations from January 1 to June 30, 1960.

The completion rates for all building trades combined has not improved in recent years.

Dropouts are somewhat heavier during the early stages of apprenticeship. Approximately a third of all dropouts are reported during the first 25 percent of the term. The remainder of the losses are spread rather evenly over the latter 75 percent of apprenticeship. Many program sponsors consider the first few months of apprenticeship a probationary period. In some programs apprentices are not registered until they





have completed the probationary period.

Completion rates tend to be higher in the North Central and North Eastern States than in other parts of the United States. Especially high rates were reported in some of the States bordering the Great Lakes.

## II. Completion Rates in Selected Trades

There is considerable variation in the completion rates reported by the different building trades during the past five years. Nine of the 13 trade groups listed below in table 2 had completion rates between 51 and 66 percent. The other four trade groups had considerably lower completion rates: carpenter (35 percent), painter (37 percent), roofer (22 percent), and trades not elsewhere classified (44 percent).

Table 2 - Percent Apprenticeship Completions  
in Selected Trades, 1956-1960

Trade	4-1/2 year Total	1960 Jan.1 - June 30
Total	48.7	48.8
Brick, stone, tile	65.3	59.8
Carpenter	35.3	30.6
Cement mason	70.6	67.2
Glazier	60.1	70.9
Electrician	53.2	60.7
Lather	55.8	53.6
Painter	36.5	37.0
Plasterer	60.9	66.3
Plumber, pipefitter	57.5	58.4







Table 2 (continued)

Trade	4-1/2 year Total	1960 Jan. 1-June 30
Roofer	22.4	20.7
Sheet metal worker	51.2	61.2
Structural iron worker	54.9	49.3
N.E.C.	43.5	39.3

### III. Reasons for Dropouts

To determine why apprentices fail to complete their training, a follow-up study was conducted by the Bureau of Apprenticeship and Training.

(U.S. Department of Labor's Bureau of Apprenticeship and Training Follow-Up Study of Former Apprentices, Bulletin T-143, December 1954. The Findings of this study may have been influenced somewhat by the fact that most of the former apprentices were veterans of World War II and tended to be slightly older than apprentices in training in 1960.)

Although apprentices from other industries were included in this study, a high proportion of the workers had been apprentices in the building trades. It was found that 77 percent of those who did not complete quite their apprenticeship programs voluntarily, 20 percent were laid off or discharged, and the remaining 3 percent reported they did not have an opportunity to complete because the apprenticeship program was discontinued, (table 3).

Financial considerations played an important role in decisions to drop training. About 22 percent of the former apprentices said they took other





1  
2  
3  
4 jobs because they needed more money, and another 12  
5 percent left to obtain journeyman rates of pay. Desire  
6 to obtain steadier work was reported by 6 percent of  
7 the respondents. Other reasons given, and closely linked  
8 to financial considerations, included: wanted steady  
9 work (6 percent) and the desire to go into business for  
10 themselves (6 percent).

11 Because family obligations appeared an  
12 important factor in many cases, a comparison was made  
13 of reasons for discontinuing apprenticeships given by  
14 different groups of persons who were classified accord-  
15 ing to number of dependents. It was found that a high  
16 proportion of those having a relatively large number of  
17 dependents left apprentice training because of financial  
18 considerations. (It was also found that older appren-  
19 tices were less likely to complete than were younger  
20 apprentices.) Among those with 4 or more dependents, 33  
21 percent shifted to other employment because they needed  
22 more money, 14 percent took advantage of opportunities  
23 to obtain journeyman rates, and 9 percent obtained  
24 steadier jobs. On the other hand, only 16 percent of  
25 those reporting no dependents said they quit because  
26 they needed more money, 9 percent left to get journeyman  
27 rate of pay, and none gave up training for steadier  
28 employment, (table 3).

29 In contrast to the large proportion of  
30 former apprentices mentioning financial reasons, a  
31 relatively small number left because of reasons associated  
32 with the particular trade in which they apprenticed.  
33 Only 7 percent left because they did not like the trade,





and 11.6 percent were reported by program sponsors to be unsuited to the trade. Improved selection procedures would make it possible to reduce the dropouts that occur for these reasons.

Table 3 - Proportion of Apprentices Discontinuing  
Apprenticeships for various reasons.

Reason	Total
Number of persons	510
Total	100.0
Voluntary separations	<u>76.7</u>
Needed more money	22.4
Opportunity to receive journeyman wage	11.6
Unsuited to the trade	11.6
Did not like the trade	6.7
Opportunity to go into business	6.0
Wanted steady work	5.7
Family difficulties	3.3
Miscellaneous	<u>9.4</u>
Involuntary separations	23.3
Laid off	13.3
Discharged	7.1
Training program discontinued	2.9

#### IV. What Happens to Dropouts

Two years after discontinuing their apprenticeships, approximately 40 percent of the dropouts were working at the same trade in which they were apprenticed, according to the follow-up study conducted







by the Bureau of Apprenticeship and Training. In fact, some of the workers who failed to complete, said they had given up their apprenticeships in one jurisdiction to accept jobs as journeymen in another. However, many of these workers indicated they wished they had completed their apprenticeships.

Jobs unrelated to their training were reported by 43 percent of the dropouts who had been apprenticed in the building trades. As might be expected, a high proportion of those leaving during the first year of apprenticeship found jobs unrelated to their training. This was the pattern followed by 64 percent of first-year dropouts from the building trades, as compared to 54 percent of those from all trades combined. Other former apprentices held jobs somewhat related to their training. For example, a few of those who had been apprenticed in the construction industry were employed by building supply firms.

In sharp contrast to the employment histories of the dropouts are the employment histories of workers who successfully completed apprenticeship. Six years after completing, 93 percent were working in the construction industry. Moreover, many of the former apprentices who had completed were in key positions with approximately 20 percent employed as foremen. Ten percent had become contractors.

#### V. Recommendations

Although steps to reduce the number of dropouts have already been taken in certain trades, statistics presented in this paper indicate much more





needs to be done. Skilled manpower requirements of the construction industry can best be met through apprenticeship and it is important that completion rates be improved.

It is recommended that each local Joint Apprenticeship Committee review its procedures for selecting apprentices. A helpful manual of suggestions and techniques for selecting apprentices has been prepared under sponsorship of the National Joint Plumbing Apprenticeship Committee in cooperation with the Bureau of Apprenticeship and Training. This manual discusses methods for evaluating the prospective apprentice as to interest in the trade, potential skills, leisure activities; physical condition, personal traits, social and economic factors, acquired skills and experience, and education and training. To assist local Joint Apprenticeship Committees in reviewing selection procedure, a presentation on this subject has also been developed by the Bureau of Apprenticeship and Training. (There follows a number of suggestions directed toward effective administration by the local Joint Committee, such as:

- (1) Interviewing present and former apprentices for their idea on what dissatisfies.
- (2) Providing that apprentices will have some priority in employment.
- (3) Check the quality of instruction on the job and make sure related theoretical instruction is realistic.
- (4) Consider special classes for related instruction where needed.





- (5) Give personal attention to each Apprentice's progress.
- (6) Review Apprentice's wage rates.
- (7) Recognize the outstanding apprentice by advancing him ahead of normal schedule or by giving him additional training.)

The cooperative action of management and labor is required to improve the apprentice completion rate in the construction industry. The development of jointly administered apprenticeship funds throughout the industry is an important step in this direction. An increasing number of collective bargaining agreements include financing plans that make it possible for joint apprenticeship committees to employ staffs to administer their programs. This strengthens the ability of joint apprenticeship committees to take effective action to improve the apprentice completion rate.







APPRENTICESHIP AND TRAINING IN THE CONTRACT TOOL AND  
DIE INDUSTRY ADAPTED FROM STUDY BY UNITED STATES  
DEPARTMENT OF LABOR AND BUREAU OF APPRENTICESHIP AND  
TRAINING BULLETIN T-150

---

The Industry

The tool and die industry of the United States has necessarily grown step by step with the development of the nation's industrial capacity. As was forcefully pointed out by the experience of World War II, the industry provides the first critical link in the chain of mass production and the maintenance of a supply of highly skilled manpower in this field is essential. Early in 1959, at the request of the National Tool and Die Manufacturers Association, the Bureau of Apprenticeship and Training, in cooperation with State Apprenticeship Agencies, conducted a study of apprenticeship and training within the contract tool and die industry.

The Firms

This report covers a total of 2,434 contract tool and die firms in the 33 States employing 118,686 persons. While the average employment per firm for all firms reporting is just under 50 persons, over one-half of the total employment is concentrated in 208 large firms having over 100 employees. However, it is estimated that over 70 percent of the journeymen employed in reporting firms, were in those firms with a total employment of less than 100. The low percentages of journeymen employment relative to total employment in the larger firms are in part the result of the large number





of single tool specialists used in the larger establishments. These specialists are not considered journeymen. (Employment characteristics of the firms and distribution of Apprentices among the various trades is revealed in table I and II).

Table I - Employment Characteristics of Tool and Die Firms Included in the Study, by Size of Firm

Size of Firm (Total Employment	Number of Shops	Total Number of Employees	Number of Journeymen	Number of Apprentices	Number of Journeymen per Apprentice
Total	2,434	118,686	33,830	2,911	11.6
Less than 10	763	4,033	2,838	286	9.9
10 - 19	575	7,879	4,791	434	11.0
20 - 49	586	18,065	9,746	728	13.4
50 - 99	209	13,813	5,966	497	12.0
100 or more	208	71,869	9,208	812	11.3
No Report	93	3,027	1,281	154	8.3





Table II - Distribution of Apprentices by Trade in Tool  
and Die Industry

Trade	Total All Apprentices	Percent of Total Apprentices
Total	2,911	100.0
Die Maker	261	9.0
Tool Maker	267	9.2
Tool and Die Maker	1,604	55.1
Impression Die Sinker	36	1.2
Trimmer Die Sinker	14	.5
Machinist	507	17.4
Mold Maker	147	5.0
Other Trades	75	2.6

The Product

The firms are engaged primarily in "special tooling" operations which include the production of dies for punch presses, forging presses and hammers, and die casting machines, jigs and fixtures; gages, special cutting tools; molds for plastic, rubber, and glass; and especially designed machines. In recent years many firms have reported significant increases in the volume of contracts calling for extremely high precision machine processes. Their market operations are characterized by a necessary ability to operate on short backlogs of work and to provide quick delivery of the finished products. These characteristics are particularly important in view of the industry's strong reaction to changes in the general level of business activity.







The Training

The bulk of the industry's orders are aimed at meeting demands of manufacturing industries by maintaining a constant flow of new or repair and replacement tools and dies. Meeting the exacting requirements of these orders requires a labor force of highly skilled craftsmen who have undergone a number of years of difficult and specialized training.

.....

Despite the substantial unemployment from January through June 1959, results of the survey showed that a large portion of the contract tool and die firms could not rely on the local market for the hiring of skilled journeymen.

Recruitment

Many of those firms training apprentices to meet their skilled manpower demands and relieve the pressure of journeyman shortages, preferred to recruit potential trainees from high school, vocational school, or technical school ranks. As noted by John Dewhurst, Chairman of the Apprenticeship Committee of the NTDMA, the increasing complexity of the tool and die trades will require trainees to possess increasing knowledge of mathematical and physical science subjects. Nearly 15 percent of the firms sponsoring apprenticeship reported they utilized their own semi-skilled and unskilled labor force as a recruiting ground for apprentices. Other firms reported they enlisted sons of present employees or used various advertising media to attract applicants for apprenticeship and training.





The volume of apprentice training has not been sufficiently large to meet replacement needs of the industry. If only those firms employing apprentices are considered, it is estimated that the number of apprentices in training is slightly less than the number necessary to replace journeymen lost by death and retirement. However, if the 1,390 firms not engaged in apprentice training are included, only about 60 percent of the apprentices necessary to replace such losses are in training.

.....

The Training Future  
Technological Change

As the research and development programs of United States industry continue to bear fruit, new products and new processes can be expected to call for changes and upgrading in the skills of the tool and die maker. It may be anticipated that many forms of new technology will increase the demand for these craftsmen to put the designs of the engineer into actual operation. At present several forms of such advancement are influencing the pattern of the tool and die industry's development.

With the increased use of automation in mass-production industries, more tool and die makers will be needed to make and repair industry's dies and holding devices. As in the missile and electronics industries, the development of new industrial undertakings and the realignment of the old are creating new demands on existing firms.





One of the most important recent introductions into industry is the numerically controlled machine tool. These multi-purpose computer controlled machines are proving practical in many metal working operations. However, that practicability is dependent on jigs and fixtures made to extremely close tolerances. While such developments may reduce the necessary number of semi-skilled workers in the tool and die industry, they can only increase the demand for the highly qualified tool and die trade journeyman. In the words of Jack Kleinoder, President of the NTDMA, "It is a sobering fact to all industry that no matter how far we go with automatic production, tools and dies cannot be built by a push-button; the credative abilities of the tool and die maker will always be needed".

#### Training Programs

To provide for these growing needs, 1,044 of the plants in the contract tool and die industry had established and were operating apprenticeship programs at the time of the study. A large percentage of the classroom work, which supplements on the job training was maintained in cooperation with trade and technical schools. Other firms utilized the facilities of high schools and colleges or provided their own classroom facilities.

Hours of instruction conducted in courses relating to the apprentice's training varied but over 70 percent of the firms provided over 160 hours of class work per year. Four percent of the firms were carrying on between 200 and 299 hours of instruction







1  
2  
3  
4  
5 outside the tool room and about the same number were  
6 giving over 300 hours.

7 To promote the introduction of new  
8 apprenticeship programs and maintain the standards set  
9 forth by the National Tool and Die Manufacturers  
10 Association in cooperation with the Bureau of Apprentices-  
11 ship and Training, the NTDMA has launched a "Five Point"  
12 program in the apprenticeship field. The program  
13 includes a booklet aimed at pointing out the advantages  
14 of apprenticeship to potential trainees; recommendations  
15 of the Association for the inclusion of subjects in high  
16 school and vocational school curricula; guidance plans  
17 for elementary school graduates interested in a career  
18 in the tool and die industry; the presentation of the  
19 NTDMA film, "Tool and Die Making - Keystone of Mass  
20 Production;" and NTDMA suggestions for inclusion in  
21 programs of related instruction, based on a three-volume  
22 manual to be published by the organization.

23 Firms training apprentices by means of  
24 such programs as the NTDMA and BAT are meeting a sub-  
25 stantial share of their own skilled manpower needs. It  
26 is clear, however, that the 1,390 plants doing no  
27 training have attempted to rely on the labor market to  
28 supply them with craftsmen. Further, it would appear that  
29 the increasing emphasis on quality journeymen can be  
30 expected to become greater with growth in the industry.  
Thus it is apparent that a most important task faces the  
employers of the contract tool and die industry in terms  
of broadening the training base to include all firms  
not engaged in apprenticeship programs.





Toward Improvement

As pointed out by Louis Rutenberg, the problem of skilled manpower shortages must be tackled by management "on its own home ground". Longer hours and upgrading of present semi-skilled craftsmen cannot fill the widening gap between existing journeymen and those required in the near future. The early reliance of U.S. manufacturers on the immigration of foreign journeymen can no longer meet the needs. The creation of new apprenticeship programs is mandatory. In the case of the large number of "no-doers", where the greatest source of potential trainees lies, a comprehensive promotional program is required to call the attention of management to needs of the industry. For most of these firms, an apprenticeship program, tailored to the needs of the plant, will prove the most satisfactory approach. However, in the case of the smaller firm, where a single establishment program may not seem feasible, group participation may provide a solution. In many cases community apprenticeship committees have offered sound and economical programs to the small establishment.





Adapted from FOUNDRY SKILL REQUIREMENTS AND TRAINING  
NEEDS by: John S. McCauley, U. S. Bureau  
of Apprenticeship and Training

A sharp increase in training is needed to provide the skilled manpower that will be required in the foundry industry by 1960 according to a study by the U. S. Department of Labor's Bureau of Apprenticeship and Training of production foundries in January-February 1956 and job foundries in December 1956 - January 1957. Additional training programs are especially needed for patternmakers, foundry technicians, maintenance electricians, and maintenance mechanics. Changing technology in the industry and industrial requirements for high quality castings\* have increased the need for highly skilled workers in many foundry occupations.

\*(In a typical foundry, castings are produced by pouring molten metal into forms, called molds. The molds are made by packing sand around a wood or metal pattern. After the pattern has been removed from a mold, the cavity that remains is filled with molten metal. Should hollows or holes be desired in the casting, a molder places sand bodies, called cores, in the cavity before the metal is poured. When the metal has solidified, the mold is shaken until the sand walls of the mold crumble around the completed casting. Chippers and grinding machine operators then remove any unwanted projections from castings.)

To determine the impact of mechanization on skill requirements and training needs, two groups of







foundries were studied by field representatives of the Bureau of Apprenticeship and Training, and State apprenticeship agencies, in 1956-57. The first phase of the study covered a group of production foundries that had become highly mechanized and have long production runs, while the second phase covered job foundries that were considerably less mechanized. The foundries participating in the study employ, altogether, over 15 percent of the workers in the industry. The data obtained in the study provide some insight into the training situation in this important industry.

#### Training Time Required

To determine the length of the training period required in certain key occupations, the foundries were asked how long it took workers in their establishments to acquire necessary skills. The training periods required varied considerably among different occupations. (table 2). For example, an average (median) training time of only 3 months was reported for ladleman, compared with 4 years for patternmaker.

Considerable variation was also observed in the training times reported by different foundries for the same occupations, notably hand coremaker. In production foundries, the median training time reported for hand coremakers was 21 months, but the upper one-fourth of the responses indicated 48 months or more and the lower one-fourth of the foundries reported 5 months or less. To some extent, variations in length of training period among foundries reflect differences in attitude toward training and the amount of time and





effort that should be devoted to it. However, most of the differences in training times reflect variation in job content and performance standards. Castings may vary greatly, from one foundry to another, in size, complexity, and precision standards. Therefore, the skill requirements for a particular occupation may be considerably higher in some foundries than in others.

The training periods reported for patternmakers and for maintenance electricians were generally longer than for other foundry occupations.

Table 1. Percentage distribution of employees in selected foundries, by occupation, 1956-57\*

\*(Based on reports from 41 production foundries employing 32,258 workers in January-February, 1956)

<u>Occupation</u>	<u>Production Foundries</u>
Total	100.00
Production Workers	85.3
Chipper and Grinder	9.6
Coremaker, Hand	1.7
Coremaker, Machine	3.6
Electrician, Maintenance	1.3
Ladleman	1.6
Mechanic, Maintenance	3.3
Melter	1.0
Molder, Hand, Bench	.9
Molder, Floor	.6
Molder, Machine	6.9





Table 1 (Continued)

<u>Occupation</u>	<u>Production Foundries</u>
Patternmaker	2.2
Sand Preparer	1.2
Shakeout Man	2.9
Trainee	1.6
Other Production Workers**	46.9
Technician	.9
Foreman (nonworking)	4.9
Engineer	1.4
Administrative, managerial and office personnel	7.5

\*\* (The large majority of workers in this category are employed in occupations requiring little or no training.)

Table 2. Length of training period required for 12 occupations in selected foundries (median and upper and lower quartiles)

Occupation	Length of training period in months		
	<u>Production Foundries</u>		
	Lower Quartile	Median	Upper Quartile
Ladleman	1	3	9
Chipper and grinder	1	3	6
Sand preparer	3	6	9
Molder, machine	2	6	21
Coremaker, machine	3	6	24
Melter	9	12	39





Table 2 (Continued)

Occupation	Length of training period in months		
	Production Foundries		
	Lower Quartile	Median	Upper Quartile
Coremaker, hand	5	21	48
Molder, hand, bench	18	38	48
Molder, floor	24	38	48
Electrician, maintenance	33	44	48
Mechanic, maintenance	27	48	48
Patternmaker	48	48	60

#### Future Manpower Requirements

Additional Workers Needed. The foundries included in the study were asked to estimate their expected employment in various occupations in 1960. Data on plans to install new machinery and equipment were also requested. In forecasting 1960 employment, the foundries were asked to assume that general business conditions and the international situation would not change significantly.

More than three-fourths of the production foundries providing an estimate indicated that they planned to increase their capacity and to install new and improved equipment between 1956 and 1960. The equipment most frequently mentioned was new molding machinery, especially equipment for shell molding. In line with these plans, the production foundries anticipated a 20-percent increase in employment by 1960 (table 3). The most striking increase anticipated was that for foundry technicians. A 32 percent increase was forecast for this





1  
2  
3  
4  
5 occupation, which is noticeably larger than the 21-  
6 percent increase anticipated for engineers. The increased  
7 emphasis on technicians reversed the experience reported  
8 by these foundries with regard to the period between  
9 1950 and 1956, when the employment of technicians in-  
10 creased only 6 percent, as compared with a 17 percent  
11 increase in engineers.

12 Administrative, managerial, and office  
13 personnel in production foundries were expected to  
14 increase 24 percent, or a little more than the overall  
15 increase expected in total employment by these foundries.  
16 A relatively small increase (10 percent) was expected  
17 in the employment of foremen. Possibly some of the  
18 functions formerly performed by foremen will be handled  
19 by technicians and engineers. For example, in an  
20 increasing number of foundries, engineers are assigned  
21 to production planning, whereas in the past, foremen  
22 were responsible for such work. Increases were also  
23 expected by production foundries in some of the more  
24 important manual occupations. Sharp gains were antici-  
25 pated for maintenance electricians (31 percent) and  
26 patternmakers (28 percent). Developing additional  
27 patternmakers and maintenance workers is one of the  
28 major training jobs confronting the industry. As has  
29 been indicated, it generally takes about 4 years to  
30 develop craftsmen in these occupations.

Replacement Needs. In addition to workers who need to  
be trained to fill new positions, personnel should be  
trained to replace employees who die, retire, or move to  
other jobs. The job shops reported that the replacement





1  
2  
3  
4  
5 problem would require increased attention during the  
6 next few years. Workers in key foundry occupations have  
7 a high average age. More than 26 percent of the pattern-  
8 makers in job shops were over 55. In fact, 17 percent  
9 of the patternmakers were over 60 years of age. A high  
10 proportion of older workers was also reported in hand  
molding and in hand coremaking.

11 In contrast to the situation in job  
12 shops, only a few of the production foundries indicated  
13 that providing replacements for the present work force  
14 would be a major training problem. About one-fourth of  
15 the production foundries did foresee a need for replacing  
16 many of their patternmakers, about 20 percent of whom  
were over 55 years of age.

17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30







Table 3. Percentage increase expected between 1956 and 1960 in employment, selected foundries, by occupation.\*

Occupation	Production Foundries
All occupations -----	19.5
Production workers -----	19.5
Chipper and grinder -----	6.9
Coremaker, hand -----	2.6
Coremaker, machine -----	25.5
Electrician, maintenance -----	30.5
Ladleman -----	20.5
Mechanic, maintenance -----	17.4
Melter -----	13.1
Molder, hand, bench -----	7.0
Molder, floor -----	12.8
Molder, machine -----	18.3
Patternmaker -----	27.6
Sand preparer -----	19.4
Shakeout man -----	15.2
Trainees -----	33.8
Other production workers -----	20.2
Technician -----	32.1
Foreman (non working) -----	10.0
Engineer -----	20.8
Administrative, managerial, and office personnel -----	24.4

\*(Based on reports from 25 production foundries. For survey date see footnote 1, table 1.)





Training Programs

Planned Training in Foundries. A high proportion of the foundries included in the study were conducting planned training programs in 1956 (table 4). The proportion of establishments which reported organized training was somewhat higher in production foundries (80 percent) than in job shops (68 percent). This may be largely because many of the job shops were relatively small establishments which often rely on informal training on the job. Some indication of the extent to which foundry workers acquire skills informally in hand molding and hand coremaking was provided by a sample survey conducted by the Bureau of Labour Statistics in 1952. In that survey, it was found that approximately 40 percent of the workers had learned the trades without participating in organized training programs.

Apprenticeship programs were sponsored by about one-half of the production foundries studied and about one-third of the job shops. Organized training on the job, other than apprenticeship, was reported by three-fifths of the production foundries studied and two-fifths of the job shops. Some plants were conducting both apprenticeship and other training. A total of 989 trainees were reported, most of them in molding, coremaking, or patternmaking.

Plans to develop training programs were reported by some of the companies that were not conducting organized training at the time of the survey. For example, a production foundry that employed approximately 350 workers indicated that it had formerly





used a trial-and-error method for developing foundrymen. When additional foundrymen were needed, likely looking prospects were given a chance to try molding or core-making under the supervision of a working foreman. Those who demonstrated aptitude for the work were allowed to continue in it. Owing to an increased need for skilled workers and the weaknesses of its informal program, the foundry now has decided to hire a training director and conduct a planned training program.

Table 4. Number of foundries conducting apprenticeship or other planned training programs by size of foundry, 1956-57

Size of foundry (total employment)	Number studied	Production foundries		
		Total with Program	Appren- tice- ship.	Other train- ing
Total	41	33	19	25
Less than 50 workers	0	0	0	0
50-99 workers	1	1	1	1
100-249 workers	7	7	3	7
250-499 workers	11	7	2	4
500-999 workers	12	9	5	8
1,000 or more workers	10	9	7	5

#### Promotion of Additional Training

To meet the growing need for trained personnel, foundry trade associations have given increased emphasis to training. In 1957, the American







1  
2  
3  
4  
5 Foundrymen's Society initiated a series of technical  
6 courses designed to assist foundries in developing  
7 employees for key positions. The first group of courses  
8 will be of 1 week's duration and will cover sand testing,  
9 sand control, advanced sand technology, work methods  
10 and performance standards, and cupola melting of iron.  
11 The courses are designed for foundry employees who are  
12 already thoroughly familiar with foundry operations.

13 An annual seminar for vocational  
14 instructors was initiated by the same Society in 1956.  
15 These sessions were organized to give teachers of  
16 foundry classes in high schools and vocational schools  
17 information about the latest technological advances in  
18 the industry. More than 85 instructors attended the  
19 1957 seminar at Michigan State University in East Lansing.

20 To promote good training practices,  
21 the Society also sponsors an annual apprenticeship  
22 contest. The contest is open to any apprentice or  
23 trainee in the foundry industry with no more than 5  
24 years' experience in patternmaking and no more than 4  
25 years experience in molding. Local chapters of the  
26 Society are encouraged to hold local elimination contests  
27 to select entrants in the national contest. Outstanding  
28 apprentices and outstanding training programs are  
29 afforded national recognition through such contests.

30 Local chapters of foundry trade  
associations have initiated programs designed to encour-  
age more young people to enter the industry. Arrange-  
ments have been made with high school authorities for  
participation in career days and other guidance activities.





1  
2  
3  
4 Some of the chapters have developed literature describ-  
5 ing opportunities for careers in foundry occupations in  
6 the community.

7 International unions representing  
8 workers in the foundry industry also encourage the  
9 development of training programs, particularly apprentice-  
10 ship. Group training programs are being sponsored  
11 through areawide labor-management apprenticeship  
12 committees. Such programs are of particular value to  
13 the small establishments that may not be in a position  
14 to maintain their own training program. Together with  
15 foundry management, the International Molders and  
16 Foundry Workers have established about 30, and the  
Pattern Makers' League about 35, such committees.

17 The U.S. Department of Labor's Bureau  
18 of Apprenticeship and Training provides technical  
19 assistance and information on training to industrial  
20 establishments seeking to organize or improve training  
21 on the job. The Bureau's field representatives, located  
22 in about 150 cities throughout the country, assist  
23 industrial enterprises in the development of training  
24 programs to meet the particular requirements of establish-  
ments for trained workers.

#### 25 Importance of the Industry

26 The metal castings produced by the  
27 foundry industry play an essential role in the Nation's  
28 economy. Castings are basic components of much of the  
29 machinery and equipment that is used in industry and the  
30 home. Motor vehicles, railroad equipment, and household  
appliances are some of the end products that contain





1  
2  
3  
4  
5 metal castings. The production of guns, tanks, and  
6 other equipment needed for national defence also require  
7 high quality castings. Each casting is precision made  
8 to provide the exact part needed. The foundry industry  
9 successfully casts very complex shapes, ranging in  
10 weight from less than a pound to over 200 tons.

11 The economy's diverse needs for castings  
12 provide business opportunities for both large and small  
13 foundries. A large production foundry may concentrate  
14 on turning out castings for automobile engines, producing  
15 thousands of similar castings for cylinder blocks. On  
16 the other hand, a job shop may make a wide variety of  
17 castings for many different customers, frequently filling  
18 an order for a single casting. A total of approximately  
19 5,000 foundries were producing castings in 1957, includ-  
20 ing about 1,500 "captive" foundries that produced most  
21 of their castings for parent companies.

22 The introduction of new machinery and  
23 improved production techniques has raised the foundry  
24 industry's potential for producing high quality castings  
25 efficiently. The industry needs to match its planning  
26 for new technology with planning on the manpower side.  
27 Planned programs must be organized to attract, develop  
28 and retain qualified personnel. The success of this  
29 undertaking will require the cooperation of management,  
30 labor unions, educational institutions, and other  
community organizations.







AN AMERICAN STUDY ON AIRCRAFT TRAINING:

(It's Good to Know How we Stand)

Adapted from U.S. Department of Labour:

Bureau of Apprenticeship & Training

Bulletin T-145

---

Apprentice training in the Aircraft Industry of the United States was studied by the Bureau of Apprenticeship through its Field Representatives during 1955-56 with a view to stimulating training. 143 manufacturing plants were visited covering virtually all aircraft assembly and aircraft engine plants and a substantial proportion of the parts and equipment manufacturers. Plants covered employed 664,000 workers or nearly 90 per cent of the average employment for the year 1955.

A Limited Coverage

Forty-four aircraft manufacturing plants out of 143 in the study had active apprenticeship programs. These plants were training 1,376 apprentices in December 1955. The term of apprenticeship in most trades in the aircraft industry is 8,000 hours or about four years. In the tool and die maker and patternmaker trades, however, the term is generally 10,000 hours or about five years. Trades with the largest number of apprentices were machinist, tool and die maker, aircraft mechanic, sheet metal worker, and electrician (see Table 1).

The 44 plants training apprentices





employed 262,000 workers, or two-fifths of the employment of the plants in the study. Thus, 99 plants employing more than 400,000 workers were not training apprentices to meet their requirements for skilled workers. Apprenticeship was relatively more important in aircraft engine plants than in other branches of the industry. A total of 638 apprentices were in training in aircraft engine plants, compared with 514 in assembly plants. Furthermore, the 17 engine plants with active apprenticeship programs accounted for nearly three-fourths of the total employment in aircraft engine plants, while the 10 assembly plants with apprentices employed only one-fourth of the workers in reporting aircraft assembly plants.

Table I

Number of apprentices employed by aircraft manufacturing plants, by industry, and by trades, 1955

Size based on total employment	Total	Aircraft assembly	Aircraft engines & parts	Other aircraft parts & equipment
-----------------------------------	-------	----------------------	--------------------------------	---

\* 6 plants (assumed to have no apprentices) failed to report

Total:	*			
No. of plants reporting	44	10	17	17
Total employment	262,405	131,496	106,597	24,312
Number of apprentices	1,376	514	638	224
Machinist	351	158	132	61
Tool and die maker	331	96	178	57





Table I (continued)

Size based on total employment	Total	Aircraft assembly	Aircraft engines & parts	Other aircraft parts & equipment
Aircraft mechanic	178	148	30	--
Sheet metal worker	126	22	86	18
Electrician	96	38	54	4
Patternmaker	12	4	4	4
Other apprentices	282	48	154	80

The Differing Ratios:

The 44 plants were training relatively more apprentices in some trades than in others. The most favorable ratio was in the tool and die maker trade, which has one apprentice for every 8.8 journeymen. The machinist and maintenance electrician trades ranked next in numbers of journeymen per apprentice. The table below shows the journeymen-apprentice ratios in six important skilled occupations in these 44 plants. For these six occupations the 44 plants averaged 16.1 journeymen per apprentice. It should be noted that the foregoing statistics do not include data on journeymen employed in the 99 plants not training apprentices.







TABLE II

Number of journeymen per apprentice in plants  
employing apprentices, selected trades, 1955

	Number of journeymen per apprentice			
	Total	Aircraft Assembly	Aircraft engines & parts	Other aircraft parts & equipment
Aircraft mechanic	19.4	19.6	18.6	--
Electrician (maintenance)	14.9	12.7	17.2	9.4
Machinist	13.1	10.1	13.6	19.6
Patternmaker	30.9	49.8	18.5	5.0
Tool and die maker	8.8	9.0	9.1	7.6
Sheet metal worker	39.3	195.0	6.7	5.3

Although many aircraft plants have not set up apprenticeship programs, Bureau field representatives found that virtually all aircraft plants are adequately equipped to conduct such training. In addition to the 44 plants employing apprentices, 6 plants had apprenticeship programs but were not training apprentices at the time of the study. Field representatives reported that progress was being made in several aircraft plants to overcome obstacles that have impeded the establishment of apprenticeship. Perhaps the most frequently cited reason for the absence of apprenticeship was the inability of unions and management to agree on such apprenticeship details as seniority, selection, and apprentice wages. The International Association of





1  
2  
3  
4  
5 Machinists, which represents large numbers of aircraft  
6 employees, has issued a policy statement to promote  
7 apprenticeship. (See I.A.M. Apprenticeship Policy  
8 Manual). This statement is designed to encourage local  
9 unions to participate with management in organizing  
10 apprentice training programs in industry. ....

11  
12 Manpower training in the industry was  
13 by no means confined to apprentices. 104 plants with  
14 356,000 employees were giving short-term training to  
15 35,971 trainees at this time. In 33 of these the  
16 training program included apprenticeship as well; but  
17 in 66 plants the programs contained no apprenticeship;  
18 while in 17 plants that had apprenticeship, no other  
19 types of training were included.

#### 20 Short-term Training

21  
22 Aircraft manufacturing plants, especially  
23 assembly plants, rely heavily on short-term programs for  
24 the training of workers. Data on short-term training  
25 were furnished by 104 plants employing 356,000 workers.  
26 (Does not include 39 plants, most of which employing  
27 5,000 or more workers, that did not supply data on  
28 number of short-term trainees.) Approximately 36,000  
29 workers in reporting plants were enrolled in short-term  
30 training programs in 1955 (33 of these plants employing  
apprentices as well).

31  
32 The predominance of the short-term  
33 training in the industry is due mainly to the extensive  
34 use of such training by aircraft assembly plants. About  
35 12 per cent of the aircraft assembly workers were





enrolled in short-term training programs in 1955. In contrast, only 2 per cent of the engine plant workers and 4 per cent of workers in other branches of the industry were receiving this type of training.

Aircraft manufacturing plants conduct a wide variety of short-term training programs. Some workers were enrolled fulltime in intensive programs lasting three months or longer. Others were enrolled in individual courses, such as blueprint reading or welding, which require class attendance for only one or two hours a week over an eight or ten-week period.

#### Training Needs in the Aircraft Industry

The aircraft industry employed 790,000 workers in June, 1956, which was appreciably higher than the employment in any other manufacturing industry. Normal turnover, including losses through death, retirement, and disability, means that many thousands of replacements must be trained each year. Changing technology resulting in new products and new production techniques necessitates a continuing program of training craftsmen and other workers in new skills. The aircraft industry, more than any other single industry, must have a broad base of skilled manpower to facilitate expanded production if defense requirements for aircraft should be stepped up. The industry employs large numbers of craftsmen in trades that are in short supply in other industries. However, high levels of employment in other sectors of the economy make it increasingly difficult for the aircraft industry to recruit skilled craftsmen







1  
2  
3  
4  
5 from other industries. Another factor influencing  
6 training in industry has been the significant shifts in  
7 types of aircraft produced and in skills required to  
8 produce new models. Some plants have cut-back production  
9 while others have expanded. Shifts in production among  
10 geographical areas often result in manpower dislocations  
11 because of the reluctance of trained workers to move to  
12 new locations.

13                   The present study, together with current  
14 labor market information, indicates that the industry is  
15 not training sufficient craftsmen to fill its require-  
16 ments. In fact, 99 plants employing more than 400,000  
17 workers were not training any apprentices. These plants  
18 rely on short-term training, upgrading, recruitment from  
19 other plants, and other haphazard methods for skilled  
20 workers. As was pointed out earlier, several aircraft  
21 plants are doing excellent work in training skilled  
22 craftsmen. However, such plants are too few to carry  
23 training responsibilities for the industry. The chronic  
24 skilled manpower shortages in the industry over the past  
25 few years point up the need for developing adequate  
26 training programs in many plants not presently training  
27 workers to meet their skilled manpower needs.  
28  
29  
30





AN AMERICAN VIEW ON OCCUPATIONS SUITED TO  
APPRENTICESHIP by The Director of U.S.  
Apprentice-Training  
Services.

Adapted from Patterson & Hodges Chapter 13

Because of the increasing public respect for the institution of apprenticeship, the spokesmen for many occupations never before considered as skilled trades exerted influence to secure the placement of those pursuits in the category of apprenticeship. There can be no doubt as to the sincerity of motive of proponents of recognition for newer occupations. In their earnest desire to give returning servicemen the finest on-the-job training procurable, it was natural that the status associated with the term "apprenticeship" was sought. To crusaders for apprenticeship, the upsurge of requests for designation was interpreted as a wholesome indication of the rising reputation of the institution. Many occupations that require training and knowledge, however, are not within the purview of apprenticeship. Among these are selling and managerial positions and those occupations that provide training on a single manufacturer's product. This is a problem deserving earnest consideration to prevent the movement from being jeopardized.

List of Skilled Trades

In December, 1945, approximately a hundred skilled trades were recognized by the Federal Committee on Apprenticeship and state apprenticeship councils as being apprenticeable. (See the list below) The number of years' training recorded next to each





trade represents, so far as can be determined, the period of training customarily required. In the main, the list consists of the old-line skilled trades (often referred to as the aristocratic trades) which have survived over a considerable period of time. Obviously, to enable the national apprenticeship program to keep abreast of industrial development, changes in this tentative list will be made as evidence is found to support additions or to warrant deletions.

#### Procedure and Guide Posts

When a new trade or occupation, about which there is little knowledge as to acceptable standards, seeks designation, two initial steps are advisable as a prelude to consideration. The first is to make an analysis of the occupational content and ascertain from representative employers and workers their experience as to training time for the various processes of the occupation. Then after all available information concerning the job has been secured, the second step is to weigh all facts at hand to determine if additional action is justifiable.

The findings are then measured against the following rules to determine whether the occupation or grouping of occupations or trade processes is worthy of being classed as apprenticeable.

1. The occupation must require at least 4,000 hours of work experience and related supplemental instruction to develop a journeyman. It should be remembered that 4,000 hours is a bare minimum and that fully 90 percent of the skilled trades require consider-







1  
2  
3  
4  
5 able time in excess of this.

6                   2. The occupation must not be merely  
7 a part of a recognized trade. The proposed training  
8 schedule should be such that it embraces all of the  
9 parts or branches of a trade rather than some specialized  
10 operation. For instance, the time necessary to acquire  
11 all-round proficiency as a lathe operator might equal  
12 4,000 hours. Nevertheless, it is quite commonly recog-  
13 nized that lathe operation is but one of many skills  
14 needed to become a machinist.

15                   A very controversial occupation in this  
16 respect is welding. Welding may call for 4,000 hours of  
17 training to attain competency in the requirements of  
18 particular companies in this occupation. An individual  
19 qualifying for this work must master every known type of  
20 welding. He must be able to do layout work from blue-  
21 prints and he must be equipped to undertake any con-  
22 ceivable welding job in connection with the field  
23 installation or servicing of a product. However, it is  
24 a commonly accepted practice to consider welding as a  
25 tool of a number of trades rather than a skilled trade  
26 itself. Therefore, it is not usually listed among the  
27 apprenticeable occupations.

28                   The term "apprenticeship" can lose much  
29 of its standing and dignity if it is applied loosely to  
30 fractions or even whole segments of trades.

31                   3. It should be ascertained, through  
32 a joint meeting of management and labor representatives  
33 of the industry, that the occupation is one that can be  
34 learned in a practical way through on-the-job training.





Such groups should be strongly guided and influenced by public-agency representatives who are particularly concerned with the public interest.

4. The occupational content should be such that it lends itself to sequential learning experience. It should be accompanied by a program of related instruction.

5. The pay scale upon completion is a consideration. Certainly no one would want to encourage a young man to spend the best years of his life learning an occupation for which remuneration is little above that of common labor.

6. Consideration should be given as to whether the occupation involves a combination of mental and manual training. There may be rare exceptions to this rule, but almost invariably skilled trades involve manipulative, hand, or muscular capabilities as well as theoretical knowledge.

7. The occupation should be readily identifiable and should be one commonly practiced in industry. A mere grouping together of numerous unrelated industrial processes would not constitute training for a skilled worker.

#### Misuse of Terms

The institution of apprenticeship will deteriorate quickly if all breaking-in processes are indiscriminately labeled as "apprenticeship". The term "apprentice" should never be confused with such terms as "helper", "upgrader", "improver", "learner", or "trainee". All of those terms are descriptive types of





1  
2  
3  
4 training, but they are in no way comparable to an  
5 apprenticeship.

6 Wider Application

7 While this position to make decisions  
8 on this subject must proceed cautiously and must  
9 thoroughly analyze every fact at hand, the institution  
10 of apprenticeship in America is gradually coming into  
11 its own again. Any tendency to dilute it or to apply it  
12 indiscriminately to a wide range of occupations would do  
13 irreparable damage.

14 Until this country approaches adequacy  
15 in dealing with the recognized skilled trades, it seems  
16 futile to experiment with untried situations. Thus  
17 far, both public and private facilities, funds, and  
18 personnel for the development of a national program have  
19 been extremely meager. Furthermore, there is a long way  
20 to go both qualitatively and quantitatively in the  
21 recognized trades.

22 State Councils

23 State apprenticeship councils are in a  
24 peculiarly precarious position in maintaining the high  
25 level of their apprenticeship programs. Persistent  
26 pressure for results in terms of numbers of standards,  
27 establishments, or apprentices can easily cause agencies  
28 to lose sight temporarily of the principle involved.  
29 If only one state tends to lower the standards by  
30 designating questionable occupations as apprenticeship  
trades, the whole national program will suffer. Thus, it  
cannot be too strongly urged that state apprenticeship  
councils look to the national agency for advice on this







subject. Otherwise, desired uniformity will be harder to achieve.

List of Apprenticiable Trades

<u>Trade</u>	<u>Years</u>
Airplane Mechanics -----	2 or 4 years
Artificial-Limb Maker -----	4 years
Asbestos Worker -----	4 years

---

Adapted from Ch. 13 in Educating for Industry,  
by: Patterson & Hedges.

Automotive Mechanic -----	3 or 4
Baker -----	3
Barber -----	3
Bookbinder -----	2 or 3
Blacksmith -----	4
Boatbuilder (Small Wooden) -----	4
Boilermaker -----	4
Brace Maker, General -----	4
Brickmason or Bricklayer -----	3
Business-Machine Mechanic -----	2
Butcher -----	3
Cabinetmaker -----	4
Carman, Railroad -----	4
Carpenter -----	4
Carpenter, Ship -----	4
Cement Finisher -----	2
Chef or Cook -----	3
Compositor or Printer -----	6
Coppersmith -----	4
Coremaker -----	4





List of Apprenticeable Trades (Continued)

<u>Trade</u>	<u>Years</u>
Cosmetician -----	2
Dental Technician-----	3 or 4
Designer, Die-----	4
Designer, Tool -----	4
Diamond Sawyer -----	2
Diamond Lopper -----	2
Diamond Brillianceer -----	2
Die Maker -----	4
Die Sinker -----	7
Draftsman -----	3
Dressmaker (Custom) -----	2
Electrician -----	4 or 5
(Aircraft	
(Construction	
(Industrial	
(Maintenance	
(Lineman	
Electroplater -----	3 or 4
Elevator Mechanic -----	4
Engineer, Wood Treating -----	3
Engraver -----	5
Glass Blower (Non -mechanical) ----	2 or 3
Glazier -----	3
Glove Cutter, Table -----	3
Goldsmith -----	4
Instrument Maker -----	4
Instrument Mechanic -----	4
Iron Worker, Structural -----	2





List of Apprenticiable Trades (Continued)

<u>Trade</u>	<u>Years</u>
Iron Worker, Ornamental -----	4
Jeweler -----	4
Jig Builder -----	4
Joiner -----	4
Lather, Metal -----	2
Lather, Wood -----	2
Lead Burner -----	4
Lens Grinder -----	3 or 4
Linoleum, Carpet and Soft tile Layer -----	3 or 4
Loom Fixer -----	3 or 4
Machinist -----	4
(Aircraft	
(Automotive	
(Marine	
(Railroad	
(Shipyard	
Meat Cutter -----	3
Mechanic, Maintenance -----	3 or 4
Millman -----	3 or 4
Millwright -----	4
Model Maker, Aircraft, Jewelry, etc. -----	4
Molder -----	4
Mold Maker, Jewelry -----	4
Motor Repairman, Electric -----	3 or 4
Operating and Stationary Engineer --	2 or 4
Painter -----	3
Paperhanger -----	3







List of Apprenticeable Trades (Continued)

<u>Trade</u>	<u>Years</u>
Patternmaker -----	5
(Metal	
(Wood	
Pipefitter -----	4 or 5
Plasterer -----	3
Plumber -----	4 or 5
Pressman, Printing -----	5
Radio Repair and Service Mechanic -	2 or 3
Refrigerator Mechanic -----	3 or 4
Rigger -----	2 or 3
Sewing Machine Mechanic Garment Industry -----	2 or 3
Sheet Metal Worker -----	4
(Aircraft	
(Automotive	
(Construction	
(Industrial	
Shipfitter -----	4
Shipwright -----	4
Ship Loftsman -----	4
Shipyard Rigger -----	2 or 3
Silversmith -----	4
Silverware Polisher -----	3 or 4
Spinner, Metal -----	3 or 4
Steamfitter -----	4 or 5
Stonemason -----	3
Stonesetter, Jewelry -----	3 or 4
Tailor -----	4





List of Apprenticeable Trades (Continued)

<u>Trade</u>	<u>Years</u>
Terazzo and Mosaic Worker -----	3 or 4
Tile Layer -----	3
Tool and Die Maker-----	4
Turner, Roll -----	4
Upholsterer and Trimmer -----	3 or 4
Watchmaker -----	3 or 4

His of Appr. 1912 (1912) (1912)

Y. A. T.  
Teresa and Maria Wornat  
The Laxer  
Foot and the Wornat  
Turner, Will  
Upholsterer and Turner  
Vetcher

# SELECT COMMITTEE ON MANPOWER TRAINING

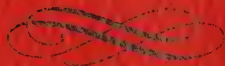
AMERICAN HILLS RD.  
TORONTO

VOLUME

3MF

September 20, 1962

J. D. SIMONIN, M.P.A.  
Chairman



OFFICIAL REPORTERS  
ANCUT, STONEHOUSE & CO., LTD.  
BOARD OF TRADE BLDG.  
11 ADELAIDE ST. E.  
TORONTO

364-5865

166-7363







SELECT COMMITTEE ON MANPOWER TRAINING

Hearings held before the Select  
Committee on Manpower Training, at the  
Parliament Buildings, Toronto, Ontario,  
commencing at ten-thirty a.m., on  
September 20th, 1962.

PRESENT:

MR. J. R. SIMONETT	CHAIRMAN
MR. J. H. WHITE	MEMBER
MR. J. CHAPPLE	MEMBER
MR. R. BRUNELLE	MEMBER
MR. J. BOYER	MEMBER
MR. A. E. THOMPSON	MEMBER
MR. A. J. HARRIS	MEMBER
MR. R. GISSBORN	MEMBER
MR. E. P. MORNINGSTAR	MEMBER
MR. A. CARRUTHERS	MEMBER
MR. J. MORIN	MEMBER
MR. J. LEE	SECRETARY
MR. J. RISPO	DIRECTOR OF RESEARCH

APPEARANCES:

PROF. HAROLD A. LOGAN





1  
2  
3  
4 --- Upon resuming at 10.30 a.m.  
5

6 THE CHAIRMAN: It is past the hour of  
7 ten-thirty. We have with us this morning Mr. Carfra,  
8 Vice-president of the International Correspondence  
9 Schools Canadian, Limited. Mr. Carfra, would you like  
10 to come up and take a seat here, sir.

11 MR. CARFRA: Do you want us to sit down?

12 THE CHAIRMAN: Yes, if you like.

13 MR. CARFRA: Now, with your permission,  
14 Mr. Chairman, I would prefer to read through the entire  
15 brief, if that is satisfactory. There is no question  
16 but that there will be questions later on. I think,  
17 though, that the majority of questions that you may have  
18 will be answered as I go through the brief, but, if they  
19 are not, I would suggest that you make a note of your  
20 questions and bring them up, if you wish, later. You  
21 may write them down and then I will come back or we will  
22 come back and attempt to answer the questions. I think  
23 this will speed things up very much. Is that satisfactory,  
24 Mr. Chairman?

25 THE CHAIRMAN: Very good, if we can  
26 contain the members so that they do not start asking  
27 questions now.

28 MR. CARFRA: We invite the questions but  
29 we would ask you to write them down and then we will come  
30 back and answer them. I think it will be a little  
speedier that way.





SUBMISSION OF  
THE  
INTERNATIONAL CORRESPONDENCE SCHOOLS CANADIAN, LIMITED

To the Members August 29th, 1962  
of the Select Committee  
of the Ontario Legislature  
on Manpower Training

The following pages set out a proposal  
to help solve present manpower training problems in  
Ontario, through the wider use of correspondence instruc-  
tion of proven merit.

We would draw the Select Committee's  
attention to the fact that the expansion of technical  
education might be greatly facilitated by an educational  
equivalency program that would recognize other worthy  
standards of qualification as equivalent to the high school  
certificates of the Department of Education.

Correspondence instruction of proven  
merit relies for its success on the quality and structure  
of the instruction texts. Conventional texts do not lend  
themselves to effective home study. Our correspondence  
courses have enjoyed wide success because ICS "builds the  
teacher into the text" by means of an editorial and  
teaching technique that does away with the need for an  
instructor in the usual sense of the term.

In support of our proposal we are en-  
closing, as a supplement, a comparative study of "Results  
vs Costs of Correspondence Courses", prepared by the  
United States Air Force.







Should the Select Committee require expansion of any of the statements or conclusions set out in this brief, we will be happy to provide it.

Please accept our best wishes for success in your most important undertaking.

Yours very truly,

International Correspondence Schools

Canadian, Limited

(signed) W. Carfra

Vice-President.

#### THE PROBLEM AS WE SEE IT

The fact that the Ontario Legislature has appointed a Select Committee to study manpower training is evidence enough that responsible people regard the need for expanded manpower training as critical. Implied also is recognition of the fact that, unless remedial measures are taken now, the manpower situation will grow progressively more critical.

Generally acknowledged is the fact that Ontario's manpower crisis will require radical measures to solve it, and the further fact that the longer the solution is delayed, the more it becomes complex, costly and socially unwholesome.

It would be redundant to review the over-all manpower situation in Ontario. The Select Committee is well aware of it. There are, however, some observations relating to proposals to be made in this brief, which we believe should be set out at this point. These observations follow:





As the demand for skilled workers increases, the market for unskilled and semi-skilled workers is shrinking. This has compounded a frustrating paradox in the current unemployment picture: skilled workers are in great demand all over the country, yet unemployment remains at an unhealthily high level.

2. The major force behind the shortage of skilled workers is the explosive development of industrial technology which shows no signs of slackening; rather it appears to be on the threshold of spectacular new advances. Hence, the shortage of modern skills is expected to grow more acute.

3. Many employed workers who are now considered to be skilled are becoming "obsolete" at an alarming rate as their skills become outmoded and outneeded as a result of technological advances. These people can be expected to become unemployed shortly, unless they are retrained in new skills.

4. We are awakening to the sobering fact, although the average man's working life has increased by about 20 years since 1900, today's rapid technological change has reduced the "life" of many skills to just a few years. The time is approaching when the average working man may have to learn two or three new skills before he retires.

5. It is becoming more widely recognized





1  
2  
3  
4  
5 that a significant number of Ontario's unemployed  
6 people are technically "unemployable". Because  
7 they lack skills, possess obsolete or no longer  
8 wanted skills, or in some cases lack the  
9 educational qualifications now required for  
10 technical training, there is apparently scant  
11 prospect of their return to the work force.  
12 They are largely "unemployable" and in their  
13 present lack and need of training can only be  
14 regarded as a welfare charge against the state  
15 - which will, under present conditions, become  
16 more burdensome, more undesirable and more  
17 futilely wasteful of people and their potential  
18 as time goes on.

19 6. Each year the manpower problem is com-  
20 pounded by entry into the work force of large  
21 numbers of young people who, because they are  
22 school "drop-outs", lack the educational  
23 qualifications for technical training even if it  
24 were available to them. Unless they can pick  
25 up the necessary academic qualifications, these  
26 people must only add to the problem of  
27 untrainable manpower.

28 7. Even graduates of technical institutes  
29 can not be regarded as skilled workers until  
30 they have acquired the special knowledge of  
their selected trade which is available only  
through "on-the-job" training. Such training,  
to be fully effective, must be supported by  
theoretical instruction in the specialized







1  
2  
3  
4  
5 field and there should be some provision to  
6 make generally available this type of instruc-  
7 tion at this level of training.

8 It would seem reasonable that any realis-  
9 tic plan of manpower training must provide for the follow-  
10 ing basic needs:

11 1. Training for the employed whether skilled  
12 or semi-skilled, or in need of re-training  
13 because their skills are no longer required in  
14 a technologically advanced economy; (this  
15 training should, if possible, be available  
16 without disrupting or jeopardizing present  
17 employment and income).

18 2. Training for the unemployed, so that  
19 many of them can be removed from the category  
20 of "unemployable", comprised of the unskilled  
21 and those skilled in obsolete crafts.

22 3. Expanded training of youths and young  
23 adults as Apprentices, with the co-operation  
24 of Industry.

25 4. Pre-training academic qualifications at  
26 Apprentice, Technician and higher levels for  
27 men and women who, because they were school  
28 "drop-outs" lack the basic grounding in language,  
29 reading skills, mathematics and other subjects  
30 necessary for technical education.

5. Post-school and post-institute training  
in specialized applications of their skills for  
graduates of vocational schools, technical  
schools and technical institutes.





6. Continuous re-training of the employed, because most authorities agree that the pace of technological advance requires the re-training of skilled workers at least every decade, to avoid obsolescence of manpower.

7. Training in industrial skills for the handicapped.

#### The Qualities of Present Plans to Expand Manpower Training

While everyone concerned with expanding technical education in Ontario and with improvements in the levels and extent of industrial skills will applaud the efforts to deal with the manpower situation, there are grounds for some misgivings over progress and trends.

The federal Technical and Vocational Training Assistance Act provides substantial financial support for co-operating provinces to embark on comprehensive programs of technical education at several levels. Ontario has large scale plans and projects under way within the provisions of the federal act. All of these activities are to be encouraged, but it should be noted that they contain major shortcomings, in terms of a definite solution. These major shortcomings are:

1. Expense - tremendous expenditures of funds are required to establish new schools and technical institutes; additional funds will be required to meet very high operating costs each year;

2. Location of facilities - while the best of judgment will be used in these decisions, it is





possible that facilities will be established in localities where the need for training is quickly solved, resulting in unused facilities, or none may be quickly solved, resulting in unused facilities, or none may be located in a community or region which suddenly develops an urgent need for training; and the problem of dealing with population areas remote from training facilities may not be met at all;

3. Delayed action - a solution is needed now, but the contemplated building program will require two years to complete; the need for training is now when there is a shortage of qualified instructors to man the expanded program;

4. Academic limitations - any realistic plan for technical training must provide for qualifying students of every academic background (especially those lacking formal schooling to levels required for different types of technical training); such a plan must provide means for recognizing and evaluating skills and experience acquired outside of actual technical training which will have a bearing on future training;

5. Physical limitations - the need for technical training is so vast that no presently contemplated scheme can cope with it fully. The projected building program, when completed, can accommodate only a part of those in need







1  
2  
3  
4  
5 of training. A shortage of qualified instruc-  
6 tors must add a further restriction to the  
7 scope and capacity of present manpower training  
8 plans.

9 Correspondence Education for Manpower Training

10 While most programs for extending  
11 present manpower training on a large scale do frequently  
12 contain some references to the possible use of correspon-  
13 dence education or home study courses, no definite pro-  
14 posals have been made. As a result, little consideration  
15 has apparently been given to this proven method of mass  
16 training which is being used extensively in other pro-  
gressive countries.

17 In Sweden all technical education is  
18 available through correspondence study. There are more  
19 than 100,000 students enrolled in home study technical  
20 courses.

21 In the United States more than 150  
22 colleges, universities and state departments of education  
23 offer correspondence instruction to about 175,000 persons.  
24 The U.S. Armed Forces Institute annually enrolls about  
25 275,000 service personnel in correspondence courses  
26 covering technical subjects. Every year another 800,000  
27 students enroll with private home study schools which are  
28 accredited by the National Home Study Council which is  
29 endorsed as an accrediting agency by the U.S. Office of  
30 Education.

31 In Japan after World War II more than  
32 200,000 teachers learned the "new order" educational





philosophy by correspondence study.

In Russia, according to the latest figures from the Washington staff of USSR Magazine, at the institute and university levels there were 258,200 enrolled in correspondence courses in 1960. At the high school level in the same period there were 224,300 correspondence students.

It is reasonable, then, to propose that careful consideration should be given to the possible role that correspondence instruction or home study courses can play in helping to solve Ontario's manpower training crisis.

#### Definition of Home Study or Correspondence Instruction

Home study, as we use the term, identifies a proven, widely employed means of mass education, especially in technical subjects, at relatively low cost. Today, the established techniques of home study are relied on extensively in almost every country faced with the need to expand its technically skilled work force.

In the field of home study, the greatest advances and achievements have been accomplished by the privately-owned organizations which pioneered and developed this educational method. Reference here is, of course, made to those home study schools whose extensive, authoritative, up-to-date curricula, proven instruction methods and whose unblemished administrative and promotional records merit the general appreciation that is accorded them.





The Advantages of Home Study

1. Training can begin almost immediately.
2. Training is diversified and flexible, capable of being adjusted to suit every need.
3. Large numbers of workers can be trained in several fields simultaneously.
4. Training is recognized by industry, courses authoritative.
5. Candidates of as low a level as Grade Seven can be qualified for technical training.
6. Students can begin at any time.
7. Each student or worker can learn at his own pace because study is done on an individual basis.
8. Cost of training is very low - the most economical type of technical training.
9. Employment need not be interrupted.
10. Such training is adaptable to any combination with programs of classroom instruction, shop practice, or on-the-job training.
11. New techniques permit considerable savings in time and money as a result of pre-training tests to determine individual levels of knowledge and experience which affect amount of training really required. Thus, unnecessary instruction in many individual cases can be avoided.







The Role of International Correspondence Schools Canadian,  
Limited in the Field of Home Study

The oldest and largest privately-owned home study organization is International Correspondence Schools, whose Canadian affiliate was established in 1920 with head office in Montreal.

ICS in Canada offers training of acknowledged high quality in technical, business and academic subjects. There are over 250 ICS courses, comprising over 1300 instruction texts, prepared by recognized authorities in each field, including Canadian authors.

ICS courses are presently being used by over 400 Canadian companies to provide effective training for:

1. Apprenticeship programs;
2. Upgrading of workers through instruction in new skills and responsibilities;
3. Development of "middle management" or supervisory personnel;
4. Qualifying workers, whose formal schooling is limited, for technical training.

There are over 11,000 active ICS students in Canada today.

The Quality of ICS Home Study Instruction

1. Experience - ICS pioneered this method of instruction and has over 70 years experience.
2. Techniques - ICS methods of instruction are the product of this experience. Instruction texts are uniquely comprehensive and edited





for quick understanding - attested by accomplishments of ICS students.

3. Diversity of Courses - ICS training is available in a wide range of subjects, selected for their practical value in supplying the kind of technical education that is needed today.

4. Quality of Texts - ICS instruction texts are written by leading authorities in each field, and edited for quick comprehension by students. Before educationists discovered "programmed instruction", ICS was already using this method of instruction.

5. Canadian Authors of ICS Tests - Among the leading experts in their fields who have written instructional texts for ICS courses are the following Canadian authorities: the late E. W. R. Steacie, Ph.D. - formerly Director, Division of Chemistry, National Research Council of Canada, and member of the Royal Society of Canada; C. R. Halford, B. Comm., M.A. - Fellow, Life Office Management Institute, New York, and lecturer at Sir George Williams University; K. W. Goldring - Instrument Engineer, Imperial Oil Limited; B. D. Burn - Instrument Engineer, Imperial Oil Limited; J. R. Connell, B.A. Sc. - Instrument Engineer, Imperial Oil Limited; William Pugsley - professor, McGill University; H. J. Lawford - professor, Queen's University;





J. M. MacIntyre - professor, Queen's University.

## Applying ICS Home Study Programs to Ontario's Manpower Training Problem

Providing Academic Qualifications - Many people in young and mature age groups lack the formal schooling considered a prerequisite by some authorities for technical training. ICS courses in academic subjects would qualify large numbers of these people quickly and at low cost for training in industrial skills. An attractive feature of such ICS training from the trainees' point of view is that it overcomes any resistance to or diffidence about "going back to school".

While it is true that under the Robarts' Plan there should be fewer people in need of this basic academic instruction in the future, the present need is a serious one. School "drop outs" contribute significantly to the numbers of the "hard core" jobless, people whose prospects of returning to the gainfully occupied work force grow more uncertain with every day. These are the people who are technically not needed by our society. Their status must be changed for the general welfare, and as a matter of simple economics.

ICS correspondence education or home study programs can play a major role in reducing the numbers of these people who are "untrainable" for want of academic qualifications. ICS courses in academic subjects can be studied by individual arrangement with each student, or by groups which would meet under a monitor (no instructor







would be required with ICS courses). The monitor would be required only to record attendance, report on progress and maintain classroom discipline during study periods.

In group study the students would follow their individual courses to acquire the necessary proficiency in reading skills, mathematics and other subjects, at their own pace: commencing and finishing without regard for the courses or progress of their fellow students. In this way, large numbers of candidates for training as Apprentices, Technicians or for admission to Technical Schools or Institutes, could be trained quickly, according to individual needs, and at low cost.

Training Apprentices - ICS courses are now widely used in Apprentice Training in Canada and the U.S., and training programs based on ICS material are in force in such Ontario-based companies as Algoma Steel Corporation Limited, Atlas Steels Limited, Atomic Energy of Canada Limited, Dominion Road Machinery Co., Ltd., Horton Steel Co., Ltd., and Abitibi Power and Paper Co.

The need for expanded Apprentice Training in Ontario can be met by co-operative action on the part of provincial and municipal authorities and industry - and using ICS correspondence courses especially developed for this essential type of industrial training.

The courses supplied to industry as related trades training for apprentices are, in most instances, especially formulated so as to conform to job descriptions, shop schedules and other pertinent factors.

As an instance of a course of this





nature, the following is an outline of the Machinist  
Apprentice Course as arranged to meet the requirements of  
Algoma Steel Corporation, where ICS has supplied related  
training to apprentices for the past twelve years.

ALGOMA STEEL CORPORATION

MACHINIST APPRENTICE

SECTION 1 - BASIC SUBJECTS

5358	Industrial Economics
6386A-F	Practical Arithmetic, 6 assignments
2239	Elements of Blueprint Reading
2240A-B	Reading Shop Blueprints, 2 assignments
6388	Formulas
5567	Practical Geometry and Trigonometry
6238A-B	Industrial Accident Prevention, 2 assignments

SECTION 2 - TRADE SUBJECTS

5537A-B	Elements of Mechanics, 2 assignments
5809 A-B	Measuring Instruments, 2 assignments
5568A-B	Bench Work, 2 assignments
6223	Layout
2219A-B	Drilling, 2 assignments
6224A-3	Lathes, 5 assignments
5577	Turret Lathes
2213	Turret Lathe Tools and Setups
5635	Automatic Lathes
6118	Planers
2222	Shapers, Slotters and Keyseaters
5636	Boring Mills
5615	Milling Machines





2216	Milling Machine Equipment
2217	Milling Machine Practice
2218	Milling Machine Indexing and Spiral Work
6091	Broaching
2243	Gear Calculations
5532A-B	Gear Making, 2 assignments
5347	Grinding Equipment
5348	Grinding Practice
5349	Tool Grinding
3194	Tool Dressing
3195	Hardening and Tempering

## DIPLOMA

This course consists of 47 study units or assignments, each of which requires 15 to 25 hours for completion. It is estimated that an apprentice will spend 1000 hours in study and preparation of written exercises and examinations.

Apprentice Training plans can be established within individual companies where the number of apprentices would justify this kind of arrangement. In smaller centres where each employer may have only a small number of apprentice candidates, then co-operative action could establish study centres where the apprentices could pursue their trades information studies from ICS correspondence texts. Such study groups should be supervised by a monitor who need not be an instructor. In larger centres, groups of apprentices from smaller plants could meet at some generally convenient site for the same kind







1  
2  
3  
4  
5 of study activity.

6 In the foregoing ways Apprentice Train-  
7 ing could be quickly expanded. On-the-job training  
8 correlated with trades-information studies. Courses of  
9 studies could be laid out quickly because ICS has all the  
10 required instruction texts and the experienced field  
11 representatives who are qualified to co-ordinate such  
12 programs, especially where the co-operation of several  
13 parties is required for quick progress and ultimate  
14 success.

15 ICS is prepared to set up pilot programs  
16 along the lines sketched above, in co-operation with  
17 provincial or municipal authorities and employers. The  
18 Select Committee is urged to give full consideration to  
19 the possibilities for widespread, low-cost, effective  
20 Apprentice Training which could be quickly established  
21 according to these proposals.

22 Training of Technicians and Technologists - ICS courses  
23 are recognized by the Ontario Association of Professional  
24 Engineers as preparation for upgrading members of the  
25 Ontario Association of Engineering Technicians and  
26 Technologists. Because one of the most pressing needs is  
27 the greatly expanded training of technicians, ICS is  
28 prepared to co-operate closely in any projects designed  
29 to increase the number of technicians that are qualified  
30 each year. ICS courses are especially suited to this  
type of technical training, because trainees can undertake  
study programs with good prospects of success and with  
no disruption of work schedules.





Upgrading and Re-training of the Employed - ICS home study programs are particularly suited to training programs initiated under Schedule 4 of the Technical and Vocational Training Agreement between the federal government and the Province of Ontario. Workers at all levels can be profitably re-trained or qualified for upgrading by following ICS courses that are authoritative, prepared for quick comprehension, and adaptable to the individual requirements of the trainee or his employer.

Of special interest in this connection is the introduction by ICS of the seminar method of group conferences, combined with home study of ICS instruction texts, for the training of supervisory personnel. These seminar courses in Modern Supervision are now established in major Canadian cities. The enthusiastic response of Industry should see the seminars in supervisory training set up in several Ontario cities in addition to Toronto in the near future.

Training of the Unemployed - The vital social implications of this urgent need for training of people who could be employed except for lack of skills need not be stressed. Under Schedule 5 of the Technical and Vocational Training Agreement there are provisions for the type of training that can benefit most advantageously from the use of ICS courses. ICS instructional texts and methods make possible the teaching of a variety of skills at the same time and using the same facilities. No instructors would be required. Students can progress at their individual pace. Courses can be adapted to any individual require-





ments. Cost per trainee would be lower than any similar type of training.

Training of the Disabled and Handicapped - ICS instruction programs, for reasons which have been stated above in detail, are ideally suited to qualifying such people for productive and gainful employment, and for advancement.

ICS Diagnostic Testing for More Effective Technical Training

- Establishing a realistic base or starting point for candidates for technical training is now possible as a result of a new pre-training system recently introduced by ICS.

While the objective of any technical training program is eventually to bring trainees to the same standard of trades-related knowledge and skill, the wide variation in individual backgrounds could not hitherto be taken into account in setting out courses of studies. No allowance or adjustment in course of studies could be made for a trainee's previous training, experience and knowledge.

To provide a reliable method of assessing pre-training levels and thereby reduce time and expense of technical training, ICS developed its method of Diagnostic Testing.

Diagnostic Testing is a produce of six years of development work by the ICS Education Research Department. By means of diagnostic testing, industrial training program directors can reliably determine at







1  
2  
3  
4  
5 what point in a given course of training studies each  
6 individual in a group of trainees should begin his  
7 studies, and from what subjects he can be excused without  
8 affecting his progress in the training program.

9 Diagnostic Testing consists of an  
10 individual examination for each trainee-candidate, prepared  
11 according to the ICS course to be studied. Examination  
12 tests are based on each instruction text which will be  
13 used in the study program. The completed examinations  
14 are evaluated by ICS and a course of studies for each  
15 trainee is outlined.

16 Thus, it is possible that no two indivi-  
17 duals in a group of, say, 20 trainees would be enrolled  
18 for identical courses. Each trainee would be enrolled  
19 for the instruction which the diagnostic test has indi-  
20 cated he requires, and for nothing more.

#### 21 Upgrading of Technical and Vocational Instructors -

22 Widespread publicity has been given to a recent statement  
23 by C. R. Ford, Director of the Technical and Vocational  
24 Training Branch of the federal Department of Labour, in  
25 which he called attention to the need for a "crash  
26 program" this year to obtain and qualify 2,000 teachers  
27 for the nation-wide training program.

28 It is reasonable to assume that the need  
29 for qualified teachers and instructors to staff the  
30 schools and institutes under the Technical and Vocational  
Training Assistance Act will be great in Ontario. The  
need is most likely very pressing now.

It should be noted that ICS instructional





material can be most effectively employed in qualifying and upgrading teacher-candidates for these schools and institutes. Candidates and appointees, now otherwise employed, can be quickly and readily qualified for their new posts through ICS instruction in technical subjects. No interruption of present employment would ordinarily be necessary. ICS instruction can be provided in a wide variety of subjects. Instruction can begin at any time and advance at the individual's own pace.

#### The Flexibility of Technical Training Under the ICS Home Study Method

---

Because the ICS curriculum is so diversified, courses of study to meet any training requirement, can be assembled on a selective basis. Students may follow courses adapted to their individual needs. Courses of study may be started by a student at any time and completed at any time without reference to any rigid group schedule.

#### The Cost of Technical Training Under the ICS Home Study Method

---

ICS experience shows that technical training, even on a mass scale, can be undertaken at a cost of about \$100 per student per year. On the basis of two-and-a-half years of instruction, for comprehensive training or re-training in skills required by today's industry, the cost per trainee would be around \$250.



material can be most effectively employed in analyzing  
 and upgrading teacher-own facilities for these schools and  
 institutes. Candidates and applicants, now otherwise  
 employed, can be richly and readily qualified for their  
 new posts through ICS instruction in terms of subjects.  
 No instruction of present equipment would ordinarily  
 be necessary. ICS instruction can be carried in a wide  
 variety of methods. Instruction can begin at any time  
 and advance at the candidate's own pace.

The ICS program of technical training under the ICS plan  
 is designed to provide the following:  
 1. A basis of study to which any training program  
 can be applied as a basis for further study.  
 2. A basis of study to which any training program  
 can be applied as a basis for further study.  
 3. A basis of study to which any training program  
 can be applied as a basis for further study.  
 4. A basis of study to which any training program  
 can be applied as a basis for further study.  
 5. A basis of study to which any training program  
 can be applied as a basis for further study.

The cost of technical training under the ICS plan is  
 estimated as follows:  
 1. The cost of technical training under the ICS plan is  
 estimated as follows:  
 2. The cost of technical training under the ICS plan is  
 estimated as follows:  
 3. The cost of technical training under the ICS plan is  
 estimated as follows:  
 4. The cost of technical training under the ICS plan is  
 estimated as follows:  
 5. The cost of technical training under the ICS plan is  
 estimated as follows:



1  
2  
3  
4  
5 Time Required to Establish ICS Home Study Technical  
6 Training

---

7 There would be no delay necessary. ICS  
8 instruction can begin immediately, within a few days of  
9 each student's enrollment and selection of course of  
10 studies.

11 There are No limitations to the Number of Persons Who Can  
12 Be Trained by ICS Methods

---

13 ICS technical training can be made  
14 available to 100,000 students, or 200,000, practically  
15 overnight, without any sacrifice of quality of instruction.

16 Proposal for Employing Home Study Courses Immediately to  
17 Help Solve Ontario's Manpower Crisis

---

18 It is our contention that any plan for  
19 dealing realistically with the urgent need for technical  
20 training in this Province must rely to some extent on the  
21 proven capacities of home study instruction to meet the  
22 demand for training on all levels.

23 Therefore, we propose that the effective-  
24 ness of ICS courses and methods be tested along lines  
25 outlined in the foregoing pages of this brief. We at  
26 ICS are prepared to set up any reasonable test program in  
27 co-operation with Provincial authorities. Such a test  
28 program, if required, could be in operation within days  
29 of the decision to evaluate this proposed solution to the  
30 problem of achieving massive training in technical skills  
and upgrading of skilled workers throughout the Province  
of Ontario.







1  
2  
3  
4  
5 We are confident that a critical evalua-  
6 tion of the ICS home study facilities will quickly prove  
7 that here is one of the most powerful weapons available  
8 for dealing with the problem of technical education. What  
9 is more, ICS home study can be employed immediately, on  
10 a mass scale, at relatively low cost per person to be  
11 trained, and is capable of implementation among people  
12 of very low formal schooling.

13 ICS is prepared to meet with Provincial  
14 authorities at any time to enlarge on the proposals and  
15 statement contained in this brief.

16 There is an appendix to this, which I  
17 will not go into to any degree. This is entitled:  
18 "Results versus Costs of Correspondence Courses." This  
19 is one of several studies which have been made by  
20 authoritative groups which indicates that the cost of  
21 training by correspondence is way below any other type  
22 of training, and the retention of information and facts  
23 equals what is given in classroom instruction.  
24  
25  
26  
27  
28  
29  
30





RESULTS VS. COSTS OF CORRESPONDENCE COURSES

Clark L. Hosmer, Ph.D.  
Technical Training Group  
Lackland Air Force Base, Texas

The opinions and conclusions expressed herein are those of the Writer and do not necessarily represent the views of any Government Agency.

This article has been reviewed for military security by the Office of Information Services, Headquarters United States Air Force. There is no objection to publication on the grounds of military security. When publishing this article, no statement should accompany it indicating such review unless the following statement is included: "Review of this article by the Department of Defense does not constitute verification of factual accuracy or opinion."





RESULTS VS. COSTS OF CORRESPONDENCE COURSES

Clark L. Hosmer, Ph.D.

Technical Training Group, Lackland Air Force Base, Texas.

MAIN POINTS

1. Students who complete correspondence courses learn as much or more than resident students.
2. The Industrial College of the Armed Forces resident course costs over five times more per student-hour of work than the correspondence course.
3. Correspondence study offers:
  - a. Greater flexibility of self-paced work.
  - b. Less interference with regular job.
  - c. The convenience of the mailbox.
4. Correspondence study does not provide:
  - a. Oral exchange with instructors and associates.
  - b. Full academic credit.

We already have overcrowded schools and the situation is going to get worse before it gets better. Thousands of potential students will not be able to register for regular school terms.

Most people believe that full time school work is the best way to learn, that part time schooling is a feeble imitation of the real thing. But potential students should take another look at the advantages of correspondence or home study.

Contrary to a commonly held assumption, students who complete correspondence study produce results





1  
2  
3  
4  
5 which, on the average, are equal or superior to those  
6 achieved in resident study.

7 Correspondence study produces learning  
8 in terms of job knowledge that is equivalent or superior  
9 to that acquired on the job (2) and, when combined with  
10 on-the-job learning, superior to that produced by either  
11 learning process alone (see figure 1).

12 As compared with resident students,  
13 correspondence students attain better grades, higher  
14 vocabulary scores, and higher level-of-comprehension  
15 scores (1, 2, 5, 7, 8, 9). When groups are equated for  
16 measured intelligence, correspondence students outper-  
17 formed resident students on the same course examinations  
18 (1, 5, 7).

19 Correspondence study attracts and holds  
20 people whose mental ability is superior to that of  
21 resident students (4, 8). This finding and the fact that  
22 correspondence study presents a challenge to people who  
23 are able to establish long-range goals and persist in  
24 their attainment may help to account for their superior  
25 performance. Perhaps pressure of solitary responsibility  
26 of home study, as contrasted with the instructor-focused  
27 and group-followed campus study, is another factor in  
28 producing a superior level of learning.

29 The value of correspondence study has  
30 been recognized by many schools including the Industrial  
31 College of the Armed Forces in Washington, D.C. The  
32 Industrial College has 2 extension courses which are  
33 based on its 10-month Resident Course. The Resident  
34 Course is held for 144 senior military and civilian





Government executives. The Correspondence Course, "Emergency Management of the National Economy" is conducted worldwide with an enrollment of approximately 1,500 civilian executives in private business, 1,500 inactive Reserves, and 500 active duty Reserve and Regular officers. The 2-week Conference Course is held in 16 cities every year with an enrollment of approximately 1,500 civilian executives and 3,000 inactive Reserves.

The cost per graduate of providing each course is shown in Figure 2. The cost includes the expense of buildings, utilities, pay and allowances for faculties and staffs, printing, etc., but does not include the pay and allowances of military students who attend the more costly Resident and Conference Courses.

Since the length of the courses differ, the unit of student man-hours provides a more nearly comparable unit for comparison of costs. At the completion of each of 12 examinations, the correspondence student reports the number of hours he spent in study of texts and taking the open-book examination. His report does not affect his grade in any way. The range of reported hours is shown in Figure 3.

Taking the median value as a conservative estimate of the average number of work hours and pro-rating among only successful graduates the entire cost per man-hour of student work is 84 cents. This is compared with the student man-hour cost of the Resident and Conference Courses in Figure 4.

If the pay and allowances of resident and conference students were taken into consideration,





both the higher cost courses would be substantially more expensive than shown. On the other hand, the Correspondence Course could not be as economically provided if the major portion of its texts were not written by the resident faculty. A generous estimate of the proportion of resident faculty time devoted to this work has been made. Reallocation of that cost to the Correspondence Course would increase it by 8 cents and reduce the Resident Course cost by 10 cents or give total costs of 92 cents per student man-hour for the Correspondence Course and \$5.21 for the Resident Course.

The point, then, is that the content of an existing resident course can be made available to an additional large number of correspondence students at relatively low cost. In the case of the Industrial College, materials based on the Resident Course for 144 students are made available to more than 8,000 additional executives.

As compared with resident work, correspondence study offers three advantages: (1) the greater flexibility of self-paced work; (2) less interference with a regular job; and (3) the convenience of the mailbox compared with the time and money costs of commuting to or establishing residence on or near a campus.

Disadvantages of correspondence study include lack of (1) oral exchange with instructors and associates and (2) full academic credit, with associated prestige, for successful completion of course work.

Reluctance of schools to grant full academic credit for correspondence work sometimes is





expensive than shown. On the other hand, the Corporation  
of the course would not be as economically provided if the  
major portion of the costs were not written by the  
resident faculty. A general estimate of the proportion  
of resident faculty time devoted to this work has been  
made. Realization of that fact is the first step  
toward a more realistic estimate of the total cost of  
the course. It is estimated that the total cost of  
the course is \$1.00 per student per semester.

It is pointed out, however, that the cost of  
an existing course would not be reduced to an  
additional large extent if correspondence students are  
admitted, but that the cost of the industrial  
college, material fees on the part of the student,  
and the cost of the correspondence students are not  
included in the total cost of the course.

It is suggested that the correspondence study  
of the course be made a part of the regular  
course with a similar fee, and that the maintenance of  
the radio connection with the time and money costs of  
connecting to or withdrawing students on or from a course  
be made a part of the cost of the course.  
Inclusion of the cost of the correspondence study  
and the cost of the correspondence students, with associated  
fees, for successful completion of the course, with  
the cost of the course, is suggested as a means of  
academic credit for correspondence work sometimes is

based on the impracticability of using instructor-supervised examinations to evaluate students' learning. Open-book examinations produced greater initial learning and retention, however, than closed-book examinations (3). Perhaps more use of open-book tests in both resident and correspondence work would facilitate accomplishment of teaching objectives in addition to removing this ground for refusing to grant full credit for correspondence learning.

In summary, correspondence study has the advantage of producing equivalent or superior achievement at about one-fifth the cost, greater student convenience, and flexibility in programming study without interference with other work. Its disadvantages include lack of oral exchange with instructors and associates and lack of full academic credit.

#### REFERENCE

1. Childs, G. B. Comparison of supervised correspondence study and classroom pupils in achievement in school subjects. Thesis, Lincoln: University of Nebraska, June, 1949.
2. Crissy, W. J. E. et al. An evaluation of the effectiveness of a Naval officer correspondence course. Final Report, Office of Naval Research Contract Nonr-1625(00). Cambridge: Educational Research Corp., December 1956.
3. Di Vesta, F. J. The effects of methods of presentation and examining conditions on student achievement in a correspondence course. J. appl. Psychol., 1954,



based on the importance of using instruction  
superficial examinations to evaluate students' learning.  
Open-book examinations produce greater initial learning  
and retention, however, than closed-book examinations.  
(3). Perhaps more use of open-book tests in both research  
and correspondence would facilitate more effective  
of teaching objectives in relation to learning style.  
ground for testing to "want to" for research about  
a summary, correspondence study and the  
advantage of providing content to be for understanding  
at about one-third the cost, greater amount of information  
and flexibility in programming such as in the classroom  
with other work, the need for a more flexible and of work  
exchange with the use of the computer and so on.

1. Chubb, J. E. (1989). "The Impact of Open-Book Examinations on Student Learning and Retention." In J. E. Chubb (Ed.), Open-Book Examinations: A Review of the Literature. (pp. 1-10). New York: College Entrance Examination Board.
2. Chubb, J. E. (1989). "The Impact of Open-Book Examinations on Student Learning and Retention." In J. E. Chubb (Ed.), Open-Book Examinations: A Review of the Literature. (pp. 1-10). New York: College Entrance Examination Board.
3. Chubb, J. E. (1989). "The Impact of Open-Book Examinations on Student Learning and Retention." In J. E. Chubb (Ed.), Open-Book Examinations: A Review of the Literature. (pp. 1-10). New York: College Entrance Examination Board.



- 38, 253-255.
4. Farnum, H. B. A Comparison of the academic aptitude of university extension degree students and campus students. J. appl. Psychol. 1957, 41, 63-65.
  5. Larson, E. L. The comparative quality of work done by students in residence and in correspondence work. J. educ. Research, 1932, 25, 105-109.
  6. Morton, J. R. University extension in the United States. Birmingham: University of Alabama Press, 1953.
  7. Newman, S. E. & Highland, R. W. The effectiveness of four instructional methods at different stages of a course. Lackland AFB: Air Force Pers. & Train. Res. Center, June, 1956
  8. Price, R. R. The comparative scholastic achievements of resident and extension students. Proceedings of the National University Exten. Ass'n., Bloomington: Indiana University Press, 1929, 54-64.
  9. Robbin, C. L. & Johnson, W. Iowa studies correspondence students. J. adult educ., 1930, 2, 413.

We have several of our organization today and, while I know a good deal about the general overall picture in connection with what we do and how we do it, local conditions possibly can be answered by two of our superintendents who are very close to the situation in Ontario.

THE CHAIRMAN: I wonder if you would like to introduce the balance of your group to the Committee.

MR. CARFRA: Mr. Collier is from our





COST OF THREE COURSES  
PER GRADUATE

\$6,372

\$207

\$79

RESIDENT

CORRESPONDENCE

CONFERENCE

SOURCE: Industrial College of the Armed Forces, 13 Aug. 1956

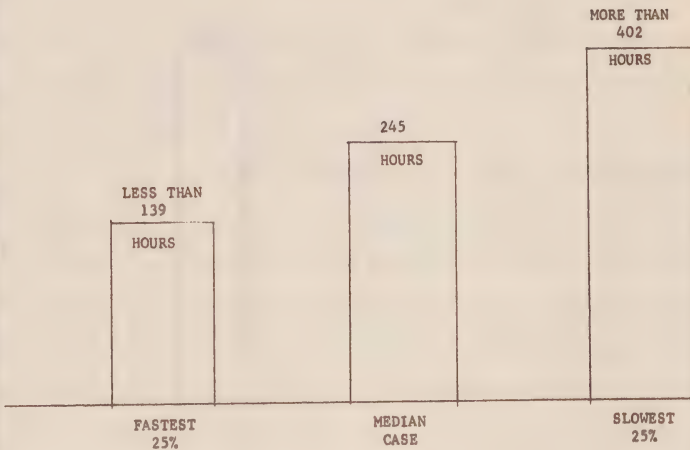
Fig. 3. Cost of resident and two extension courses.







STUDENT  
HOURS OF WORK  
ICAF CORRESPONDENCE COURSE



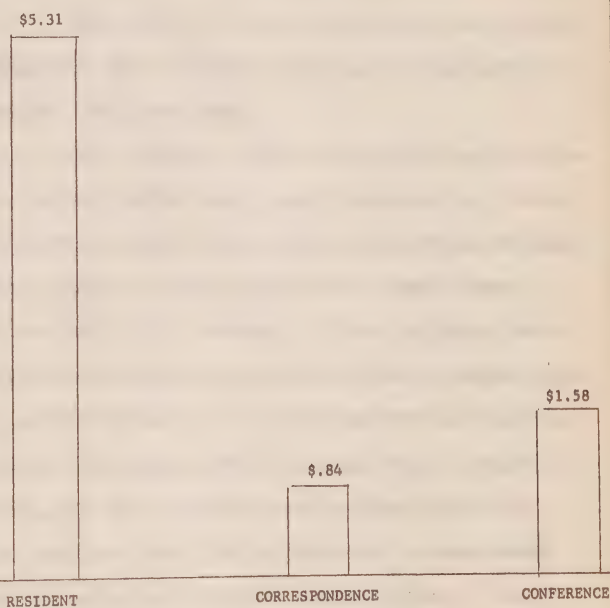
SOURCE: Industrial College of the Armed Forces,  
300 Student Cases, ending Jan. 1957

Fig. 4. Student hours of work on a correspondence course.





COST OF THREE COURSES  
PER STUDENT-HOUR OF WORK



SOURCE: Industrial College of The Armed Forces, 13 Aug. 1956

Fig. 5. Cost per student-hour of course work.





Public Relations Department. Mr. Robert Clark is our Superintendent of Toronto. Mr. Norman Harding is our Superintendent for Western Ontario.

THE CHAIRMAN: Who has a question? Yes, Mr. White.

MR. WHITE: Can you tell us, Mr. Carfra, what percentage of the students that undertake correspondence courses complete them?

MR. CARFRA: That is a question that we have given to us or asked very, very frequently. There is no way of giving anyone the exact information because, at this minute, probably five people in Canada have enrolled in the last five minutes. This is going on all through the year so that we ourselves find it impossible to do. But, a recent survey in the Province of Quebec, where a large percentage, I would say probably thirty to forty per cent, of the students are obliged to study under ICS instruction unit, with the unit in one hand and the French-English dictionary in the other. But, our figures indicate about twenty-three per cent graduate. Of everybody that started --- paid the first payment --- about twenty-three per cent graduate, under the most difficult conditions. We do not teach our courses in French. It is all in English. But, that is in the Province of Quebec.

Now, I have figures here which would indicate --- and I do not guarantee their accuracy, but they are not far out, within two or three per cent --- that would show that is in excess of forty per cent of everyone who registers completes a course with ICS, which







1  
2  
3  
4  
5 is far in excess of formal educational institutions, at  
6 the level of university. I think if facts were available  
7 --- I do not have them --- but, I would be inclined to  
8 say far in excess of organized programmes and apprentice-  
9 ship training, as now operated in most provinces. Now,  
10 we then come to another situation and this has a vital  
11 bearing. Where there are many job opportunities in the  
12 community or in the province, we will graduate a much  
13 higher percentage than we will in a province where  
14 opportunities of getting employment are low. For  
15 instance, we may have ten students studying mechanical  
16 drawing in the City of Saskatoon. The number of people  
17 required to do mechanical drawing in Saskatoon, there  
18 wouldn't be probably more than a couple of jobs available  
19 all year for them. That wouldn't be true in Toronto.  
20 Right now we can place one hundred graduates in mechanical  
21 drawing, or draftmanship, in the City of Toronto, so we  
22 will have a higher percentage of graduates in the field  
23 in Toronto than in Saskatoon.

24  
25 Now, we have another situation. We have  
26 something like forty of the major corporations. Of the  
27 top one hundred corporations in Canada of any description,  
28 financial or otherwise, who are million-dollar corporations,  
29 thirty-three out of the one hundred, or thirty-four,  
30 are ICS clients at the present time. By corporations,  
I mean places like Dominion Bridge, Trans Canada Airlines,  
C.N.R., C.P.R., etcetera. They are clients of ours now.  
Now, a situation will develop like this, for instance:  
Abitibi, as one pulp and paper company with plants all  
over Ontario, their training programme is one hundred





1  
2  
3  
4 per cent through ICS. We will graduate ninety-five  
5 per cent of those people because that is an organization  
6 programme where a student must study and do so many  
7 lessons to get his next pay increase.

8 MR. WHITE: Do they work under the  
9 scrutiny of a monitor?

10 MR. CARFRA: No. They merely study at  
11 home and prepare their exercises but we keep a record of  
12 each, how many lessons each student does and as he  
13 progresses through each course, he gets a diploma and we  
14 notify the company and he is registered with the Abitibi  
15 people as Journeyman. In some instances, there appears  
16 to be some tie-up between the Department of Apprenticeship  
17 Training of Ontario and ICS; rather, through  
18 companies such as Algoma Steel. That is, we have many  
19 apprentices who are graduates of our school, in Algoma,  
20 who finish their courses with us and do receive a  
21 certificate from the Department of Labour. I have some-  
22 thing here which I think would interest most of you and  
23 I would like you to have this.

24 DOCTOR CRISPO: Do they have to pass  
25 the Department of Labour examinations?

26 MR. CARFRA: There is a possibility, in  
27 some trades, that they might but they do not have to,  
28 as far as I know. I would like each one of you to have  
29 a copy of this. This is a reprint of a report put out  
30 by the Algoma Steel people, in the newspaper. They call  
it the Sault Ste. Marie Star and each year they put a  
report in the local newspaper stating what they are doing  
about training. This is a reprint of it. I have two



per cent through loss. We will, however, immediately  
per cent of these people because that is an organization  
programs where a student must study and do so many  
less one to get his own pay for it.

and, of course, they really study at  
home and prepare their exercises for me and a report of  
each, then many of them each would come and see me  
to get the results of their work. I would then  
study the results and if they were good, I would  
report as follows: in some cases, of the report  
to be some of the results of the work. I would then  
ship training of students and if, indeed, they  
companies, I would say, "I would like to see you  
apprentices and the time of your training, in 1902,  
who finish their courses with us and be trained.

confidence in the department of labor. I would also  
thing here which I think would interest you and  
I would like you to have this  
and the United States they have to pass

the Department of Labor, and I would like to  
in, CANADA. There is a responsibility, in  
some cases, that they might not have to  
as far as I know, I would like each one of you to have  
a copy of this. This is a report of a report, at one  
by the Algoma Steel people in the newspaper. The report  
is the result of a year and each year they put a  
report in the local newspaper stating that they are doing  
about training. This is a report of it. I have no



ANGUS, STONEHOUSE & CO. LTD.  
TORONTO, ONTARIO

400

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30

issues --- one last year and one this year. The one  
last year, I would like to call your attention to an  
exerpt on the bottom here. It is called "ASC Apprentice  
Training Declared The Best in the Province. The  
Director of Apprenticeship for the Department of Labour  
has called Algoma Steel Apprenticeship Training Programme  
the best in Ontario.







1  
2  
3  
4  
5 I have reprints of this and would be  
6 happy to have them passed around.

7 Now, there is going to be, I expect,  
8 many more questions which will take the time and attention  
9 of the Committee.

10 DOCTOR CRISPO: In connection with Mr.  
11 White's question, I wonder if you would have figures  
12 available on the percentage of those who actually try  
13 your examinations, what percentage of those who actually  
14 send in a complete examination pass them?

15 MR. CARFRA: I do not have that exactly.  
16 I would say that about --- I am just talking from what I  
17 see just from one day to the next --- about ninety per cent  
18 pass the examination. But, you understand, we have a  
19 rather peculiar or an unusual method of marking. We mark  
20 an examination A, B, or C; we do not use percentages.  
21 Now, an examination is marked by us and the student gets  
22 a grade A, it is one hundred per cent --- a perfect paper,  
23 or nearly so. He may have made a mistake in spelling,  
24 or grammar, or punctuation. But, technically he is  
25 correct. He will get a grade A. If he has two answers  
26 to two questions wrong, he gets a grade B which, in  
27 usual educational institutions would be about eighty-five  
28 per cent. He may be allowed a third mistake, and then he  
29 goes right down to seventy-five per cent grading, or a  
30 C grading. If he has in excess of three errors, technical  
errors in his written examination, we send the examination  
back to that student and we say: You have passed well  
on questions number 1, 9, 7, 11, 14 --- whatever they are  
--- but, you apparently do not understand properly

I have reviewed of this and would be

happy to have them passed and

Now, there is going to be a

many more questions which will take the time and attention

of the Committee.

RECTOR CHASE, in connection with

What's question, I cannot if you would have figures

available on the percentage of those who actually try

your exams here, what percentage of those who actually

try to pass the exam.

RECTOR CHASE, I am not sure

I would care to know - I am not sure, I think I

see just how one day to the next - I am not sure, I

pass the examination, but, you are right, I know.

rather peculiar of an attempt to do so, I think.

an examination A, B, or C. We do not use

Now, an examination is given by the student

a grade A, it is the highest grade, the highest

or better so, the highest grade is the highest

on a scale, or question, but, I think it is

correct. He will get a grade A, if he has the answer

to two questions out of three, he gets a grade B, and

usual educational institutions, and then the

per cent, he has no more than a third mistake, and then he

goes right down to seventy-five per cent, or a

C grading. I have no excuse of those errors, technical

errors in the written exam matter, and the examination

back to that without any delay. You have passed well

on questions number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000, 1001, 1002, 1003, 1004, 1005, 1006, 1007, 1008, 1009, 1010, 1011, 1012, 1013, 1014, 1015, 1016, 1017, 1018, 1019, 1020, 1021, 1022, 1023, 1024, 1025, 1026, 1027, 1028, 1029, 1030, 1031, 1032, 1033, 1034, 1035, 1036, 1037, 1038, 1039, 1040, 1041, 1042, 1043, 1044, 1045, 1046, 1047, 1048, 1049, 1050, 1051, 1052, 1053, 1054, 1055, 1056, 1057, 1058, 1059, 1060, 1061, 1062, 1063, 1064, 1065, 1066, 1067, 1068, 1069, 1070, 1071, 1072, 1073, 1074, 1075, 1076, 1077, 1078, 1079, 1080, 1081, 1082, 1083, 1084, 1085, 1086, 1087, 1088, 1089, 1090, 1091, 1092, 1093, 1094, 1095, 1096, 1097, 1098, 1099, 1100, 1101, 1102, 1103, 1104, 1105, 1106, 1107, 1108, 1109, 1110, 1111, 1112, 1113, 1114, 1115, 1116, 1117, 1118, 1119, 1120, 1121, 1122, 1123, 1124, 1125, 1126, 1127, 1128, 1129, 1130, 1131, 1132, 1133, 1134, 1135, 1136, 1137, 1138, 1139, 1140, 1141, 1142, 1143, 1144, 1145, 1146, 1147, 1148, 1149, 1150, 1151, 1152, 1153, 1154, 1155, 1156, 1157, 1158, 1159, 1160, 1161, 1162, 1163, 1164, 1165, 1166, 1167, 1168, 1169, 1170, 1171, 1172, 1173, 1174, 1175, 1176, 1177, 1178, 1179, 1180, 1181, 1182, 1183, 1184, 1185, 1186, 1187, 1188, 1189, 1190, 1191, 1192, 1193, 1194, 1195, 1196, 1197, 1198, 1199, 1200, 1201, 1202, 1203, 1204, 1205, 1206, 1207, 1208, 1209, 1210, 1211, 1212, 1213, 1214, 1215, 1216, 1217, 1218, 1219, 1220, 1221, 1222, 1223, 1224, 1225, 1226, 1227, 1228, 1229, 1230, 1231, 1232, 1233, 1234, 1235, 1236, 1237, 1238, 1239, 1240, 1241, 1242, 1243, 1244, 1245, 1246, 1247, 1248, 1249, 1250, 1251, 1252, 1253, 1254, 1255, 1256, 1257, 1258, 1259, 1260, 1261, 1262, 1263, 1264, 1265, 1266, 1267, 1268, 1269, 1270, 1271, 1272, 1273, 1274, 1275, 1276, 1277, 1278, 1279, 1280, 1281, 1282, 1283, 1284, 1285, 1286, 1287, 1288, 1289, 1290, 1291, 1292, 1293, 1294, 1295, 1296, 1297, 1298, 1299, 1300, 1301, 1302, 1303, 1304, 1305, 1306, 1307, 1308, 1309, 1310, 1311, 1312, 1313, 1314, 1315, 1316, 1317, 1318, 1319, 1320, 1321, 1322, 1323, 1324, 1325, 1326, 1327, 1328, 1329, 1330, 1331, 1332, 1333, 1334, 1335, 1336, 1337, 1338, 1339, 1340, 1341, 1342, 1343, 1344, 1345, 1346, 1347, 1348, 1349, 1350, 1351, 1352, 1353, 1354, 1355, 1356, 1357, 1358, 1359, 1360, 1361, 1362, 1363, 1364, 1365, 1366, 1367, 1368, 1369, 1370, 1371, 1372, 1373, 1374, 1375, 1376, 1377, 1378, 1379, 1380, 1381, 1382, 1383, 1384, 1385, 1386, 1387, 1388, 1389, 1390, 1391, 1392, 1393, 1394, 1395, 1396, 1397, 1398, 1399, 1400, 1401, 1402, 1403, 1404, 1405, 1406, 1407, 1408, 1409, 1410, 1411, 1412, 1413, 1414, 1415, 1416, 1417, 1418, 1419, 1420, 1421, 1422, 1423, 1424, 1425, 1426, 1427, 1428, 1429, 1430, 1431, 1432, 1433, 1434, 1435, 1436, 1437, 1438, 1439, 1440, 1441, 1442, 1443, 1444, 1445, 1446, 1447, 1448, 1449, 1450, 1451, 1452, 1453, 1454, 1455, 1456, 1457, 1458, 1459, 1460, 1461, 1462, 1463, 1464, 1465, 1466, 1467, 1468, 1469, 1470, 1471, 1472, 1473, 1474, 1475, 1476, 1477, 1478, 1479, 1480, 1481, 1482, 1483, 1484, 1485, 1486, 1487, 1488, 1489, 1490, 1491, 1492, 1493, 1494, 1495, 1496, 1497, 1498, 1499, 1500, 1501, 1502, 1503, 1504, 1505, 1506, 1507, 1508, 1509, 1510, 1511, 1512, 1513, 1514, 1515, 1516, 1517, 1518, 1519, 1520, 1521, 1522, 1523, 1524, 1525, 1526, 1527, 1528, 1529, 1530, 1531, 1532, 1533, 1534, 1535, 1536, 1537, 1538, 1539, 1540, 1541, 1542, 1543, 1544, 1545, 1546, 1547, 1548, 1549, 1550, 1551, 1552, 1553, 1554, 1555, 1556, 1557, 1558, 1559, 1560, 1561, 1562, 1563, 1564, 1565, 1566, 1567, 1568, 1569, 1570, 1571, 1572, 1573, 1574, 1575, 1576, 1577, 1578, 1579, 1580, 1581, 1582, 1583, 1584, 1585, 1586, 1587, 1588, 1589, 1590, 1591, 1592, 1593, 1594, 1595, 1596, 1597, 1598, 1599, 1600, 1601, 1602, 1603, 1604, 1605, 1606, 1607, 1608, 1609, 1610, 1611, 1612, 1613, 1614, 1615, 1616, 1617, 1618, 1619, 1620, 1621, 1622, 1623, 1624, 1625, 1626, 1627, 1628, 1629, 1630, 1631, 1632, 1633, 1634, 1635, 1636, 1637, 1638, 1639, 1640, 1641, 1642, 1643, 1644, 1645, 1646, 1647, 1648, 1649, 1650, 1651, 1652, 1653, 1654, 1655, 1656, 1657, 1658, 1659, 1660, 1661, 1662, 1663, 1664, 1665, 1666, 1667, 1668, 1669, 1670, 1671, 1672, 1673, 1674, 1675, 1676, 1677, 1678, 1679, 1680, 1681, 1682, 1683, 1684, 1685, 1686, 1687, 1688, 1689, 1690, 1691, 1692, 1693, 1694, 1695, 1696, 1697, 1698, 1699, 1700, 1701, 1702, 1703, 1704, 1705, 1706, 1707, 1708, 1709, 1710, 1711, 1712, 1713, 1714, 1715, 1716, 1717, 1718, 1719, 1720, 1721, 1722, 1723, 1724, 1725, 1726, 1727, 1728, 1729, 1730, 1731, 1732, 1733, 1734, 1735, 1736, 1737, 1738, 1739, 1740, 1741, 1742, 1743, 1744, 1745, 1746, 1747, 1748, 1749, 1750, 1751, 1752, 1753, 1754, 1755, 1756, 1757, 1758, 1759, 1760, 1761, 1762, 1763, 1764, 1765, 1766, 1767, 1768, 1769, 1770, 1771, 1772, 1773, 1774, 1775, 1776, 1777, 1778, 1779, 1780, 1781, 1782, 1783, 1784, 1785, 1786, 1787, 1788, 1789, 1790, 1791, 1792, 1793, 1794, 1795, 1796, 1797, 1798, 1799, 1800, 1801, 1802, 1803, 1804, 1805, 1806, 1807, 1808, 1809, 1810, 1811, 1812, 1813, 1814, 1815, 1816, 1817, 1818, 1819, 1820, 1821, 1822, 1823, 1824, 1825, 1826, 1827, 1828, 1829, 1830, 1831, 1832, 1833, 1834, 1835, 1836, 1837, 1838, 1839, 1840, 1841, 1842, 1843, 1844, 1845, 1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, 1870, 1871, 1872, 1873, 1874, 1875, 1876, 1877, 1878, 1879, 1880, 1881, 1882, 1883, 1884, 1885, 1886, 1887, 1888, 1889, 1890, 1891, 1892, 1893, 1894, 1895, 1896, 1897, 1898, 1899, 1900, 1901, 1902, 1903, 1904, 1905, 1906, 1907, 1908, 1909, 1910, 1911, 1912, 1913, 1914, 1915, 1916, 1917, 1918, 1919, 1920, 1921, 1922, 1923, 1924, 1925, 1926, 1927, 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1937, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 204



1  
2  
3  
4  
5 questions 2, 3, 4 and 5, as the case may be; so, we  
6 suggest you reread your instruction books, bearing in  
7 mind this and this and this and then at some time later  
8 resubmit the work on those particular questions. When  
9 and if he returns that and he has satisfactory marking,  
10 he gets a grade which will not be in excess of a B grade.  
11 The fact that he had to do that paper once over again  
12 will automatically, no matter if he is perfect the second  
13 time, will put him on the level of a grade B.

14 There is one more thing. You understand  
15 that our tests are written at home, where the student has  
16 unlimited time to study, unlimited time to prepare his  
17 written work. It is an open-book proposition and that  
18 may cause some of you to raise your eyebrows, but it  
19 shouldn't, because here is what happens. The way we set  
20 these examinations up, no student --- or, I should say  
21 in extremely few cases could he go back to any one  
22 section of a book and get the answer. The questions are  
23 asked in such a way that unless he has a thorough knowledge  
24 of that lesson, he is unlikely to be able to give a  
25 correct answer.

26 DOCTOR CRISPO: At the risk of exposing  
27 an undue suspicion of human nature, what have you got to  
28 prevent students, where a group is taking the same  
29 examination, from getting together? I guess there is no  
30 way?

31 MR. CARFRA: We are just as wide open as  
32 all your formal educational institutions.

33 DOCTOR CRISPO: That is a little unfair  
34 to the formal institutions. We monitor the examinations.

questions 3, 3, 4 and 5, as the way of; so, we suggest you reread your textbook books, bearing in mind this and this and then at some time later, reread the work of those particular countries, and if he returns that and he has satisfactory writing, he gets a grade which will not be in excess of a grade. The fact that he had to do that paper once over again will automatically, no matter if he is perfect this and time, will put him on the level of a grade B.

There is one more thing. You understand that our tests are written at home, where the student has unlimited time to study, unlimited time to prepare his written work. In an open book proposition and that may cause some of you to raise your eyebrows, but it shouldn't, because here is what happens. The way we set these examinations up, no student can, I should say, in an overly few cases, would he go back to any one section of a book and get the answer. The questions are asked in such a way that unless he has a thorough knowledge of that lesson, he is unlikely to be able to give a

better answer. At the end of each and every chapter of these lessons, what have you got to prevent students, where a grade is being the same examination, from getting together, a guess there or no way?

THE CHAIRMAN: We are just as much concerned as all your formal educational institutions. SECTION CHAIRMAN: That is a little difficult to the formal institutions. We would like the examinations.



1  
2  
3  
4 What is to prevent students from just simply copying each  
5 other's?

6 MR. CARFRA: If this was done on a group  
7 basis, then you would perform the same procedure as you  
8 would do in formal educational institutions on examinations.

9 DOCTOR CRISPO: So, they are not written  
10 at home in this case?

11 MR. CARFRA: In a group basis we can  
12 give a closed-book test, if desired, or an open-book, as  
13 desired. It doesn't make any difference. Frankly, we  
14 were a little concerned about whether we should continue  
15 the open-book system and we went to what we considered  
16 authorities in the field of education, in the field of  
17 adult training in industry, and so on, and said: Shall  
18 we continue with this open-book examination or shall we  
19 make arrangements with the formal authorities whereby all  
20 of our students should write the final examination under  
21 the supervision of a professional educator? We thought  
22 maybe that was the sensible thing. We were talking to  
23 these people. They said: Well, by all means, continue.  
24 It is the present-day-trend to give open-book examinations  
25 to find out what the people know. That is the trend today  
26 and what is acceptable by most educators. Does that  
27 answer your questions?

28 MR. WHITE: I am going to ask what I  
29 hope will be some penetrating questions, in an effort to  
30 define the limitations of correspondence courses. I do  
not want you or the other members of the Committee to  
think that I am anti-correspondence courses right across  
the board, because I am not. I know that many great men







1  
2  
3  
4 have accomplished most of their education this way. But,  
5 it has limitations and I am going to try to establish  
6 them.

7 Do you offer a course in butchering?

8 MR. CARFRA: Definitely not. We have a  
9 range of 250 courses. There are fields we definitely do  
10 not cover. That is correct. We do not cover the field  
11 of butchering and I could name a few others of that  
12 nature.

13 MR. WHITE: I am told that some  
14 correspondence schools do offer a course in butchering,  
15 and similar skills where dexterity and training in the  
16 company of an experienced butcher is really essential  
17 and educators from London have expressed the view that  
18 this type of correspondence course is almost fraudulent  
19 because you just can't learn how to be a butcher from a  
20 text book. Do you want to comment on that?

21 MR. CARFRA: Let us put it this way.  
22 We are a member of the National Home Study Council.  
23 Every good school in the United States --- this does not  
24 necessarily follow to be true in Canada --- but every  
25 good school is thoroughly examined by the National Home  
26 Study Council in order that they can become members, and  
27 every good school is a member of the Council and, to my  
28 knowledge, the school or schools of which you are speaking  
29 are not members. I think that is the best way to answer  
30 that. I would be very happy to supply a list of what is  
considered in the United States, the members of the  
National Home Study Council.

MR. WHITE: Could we have a list of those





1  
2  
3  
4 schools and could we have a list of your courses?

5 MR. CARFRA: Most definitely. Just  
6 before the questions go any further, I have here a reprint  
7 of "Industrial Canada". This is a story that ran in the  
8 Canadian Manufacturers' Association Publication shortly  
9 after the St. Andrews-by-the-Sea Conference on Education.  
10 This was in May, 1959. Most every question, I think,  
11 that is liable to come up here is already answered. I  
12 will be happy to pass copies of this out; not that I am  
13 going to evade any questions, but you may want to ask  
14 more questions about the questions that are in there.

15 MR. WHITE: That was the first point I  
16 wanted to bring out, that there are some courses which  
17 can likely be taught well through correspondence and there  
18 are some subjects that cannot be.

19 MR. CARFRA: That is possible.

20 MR. WHITE: You agree with that?

21 MR. CARFRA: I agree.

22 MR. WHITE: All right. The next question  
23 is: Does your school offer a course in fingerprinting?

24 MR. CARFRA: No.

25 MR. WHITE: I use this as another  
26 illustration of misapplication of correspondence courses.  
27 Doctor McWilliams, who was the principal of the Beal  
28 Technical School in London, and who is now the head of  
29 the re-training programme in London, told me about an  
30 acquaintance of his at the Head of the Lake who took a  
course in fingerprinting and, having obtained the certifi-  
cate from the correspondence school involved, he presented  
his fingerprinting qualifications to the local chief of





1  
2  
3  
4  
5 police, who said, "Well, we do not need a fingerprinting  
6 expert; we have got one." And this chap, having  
7 invested several hundred dollars and a great many hours  
8 of his own effort, found that nobody in that part of the  
9 world wanted a fingerprinting expert. So, the signifi-  
10 cant point is that many of these courses are sold to  
11 students who are encouraged to take them solely because  
12 of the commission payable to the salesman and because of  
13 the revenue generated for the company. Would you  
14 consider that point?

15 MR. CARFRA: That is generally true in  
16 the United States. I do not think the same thing would  
17 apply in Canada, for the reason that every trade school  
18 operating in Canada comes under the very close supervision  
19 or inspection of the Director --- the Director of Trade  
20 Schools Administration --- and he is expected to investi-  
21 gate most thoroughly any application to do business in  
22 Canada. If, after he has done so, they are satisfactory,  
23 you can be sure that most or all students are getting  
24 their moneys worth if they apply themselves. So,  
25 companies such as you are referring to, I do not believe  
26 are represented or licensed to do business in Canada.  
27 They may have a slop-over in the advertising. But, if  
28 such an individual started such a course and wasn't a  
29 registered trade school in the province, he would not be  
30 under obligation to pay his fees and he shouldn't have  
to go several months or years to find out that what he is  
doing is wasting time.

31 MR. WHITE: There is nothing to prevent  
32 a firm from locating here, in Toronto, and offering







1  
2  
3  
4 courses in the Maritimes?

5 MR. CARFRA: That may be possible. I  
6 think that is being done in one or two cases but they  
7 certainly are in a minority.

8 MR. WHITE: So, there is no control over  
9 that type of correspondence school?

10 MR. CARFRA: No. Where a person can  
11 have his head office here and do business all over the  
12 rest of Canada, that is possible, but he couldn't legally  
13 collect fees.

14 THE CHAIRMAN: What about vice versa?  
15 If their head office was located in one of the Eastern  
16 provinces, could they do business in Ontario?

17 MR. CARFRA: They wouldn't have the  
18 representation here. They could do so by direct mail.

19 THE CHAIRMAN: That is all?

20 MR. CARFRA: That is all.

21 THE CHAIRMAN: They couldn't canvass in  
22 Ontario?

23 MR. CARFRA: No.

24 DOCTOR CRISPO: Do you have to be licensed  
25 in this province?

26 MR. CARFRA: We operate under the Trade  
27 Schools Act and comply with all the regulations of the  
28 Province.

29 MR. WHITE: Isn't this a real problem for  
30 the legitimate correspondence school?

MR. CARFRA: That is right. The  
legislation against the home study field is so terrifically  
heavy and unwarranted for the good schools that it is a





1  
2  
3  
4  
5 burden that we have to put up with and go along with;  
6 but, most of the legislation is aimed at a little wee  
7 tiny school that maybe sells five courses a year and puts  
8 all the other legitimate organizations such as our own  
9 under a terrific strain and a tremendous amount of extra  
10 work and expense which has to be passed along to the  
11 student.

12 MR. WHITE: Is it fair to say that most  
13 of your representatives here in Ontario would be primarily  
14 salesmen? I am not belittling that, because I am one too  
15 --- but, their background .....?

16 MR. CARFRA: We have twenty-five  
17 representatives in this province. They are especially  
18 trained to act as vocational advisers because we have  
19 250 courses and they are instructed to enroll the chap  
20 who has made the inquiry in the type of course that will  
21 do him the most good --- not what he has asked for.  
22 Seven out of ten people who write to our school do not  
23 buy the course they ask for. They find out, through our  
24 representative, that the course they asked for is much  
25 longer and wider and not particularly applicable in the  
26 area in which he resides. I would say probably seven out  
27 of ten would get the course that our representative  
28 recommends because we have twenty-five and they are  
29 scattered from Sault Ste. Marie through every part of  
30 Ontario and they are quick to see any prospect, and so  
forth, and they know local conditions. For instance,  
a chap who lives in Sault Ste. Marie wants to change his  
job. Right away, our representative, who is on a first-  
name basis with everybody in the Algoma Steel Company,





1  
2  
3  
4  
5 will say: "You want to be a blacksmith? I will see what  
6 I can do for you. When and if we can get you to start  
7 there, we will start on a blacksmith's course." Ninety-  
8 five per cent of the people who enroll with us study  
9 courses in line with their present occupation. You must  
10 understand the profile of an ICS student. He is usually  
11 a married man with two children and twenty-eight years  
12 of age. That is the profile. We are not dealing with  
13 children. We do not enroll anyone under seventeen years  
14 of age, unless we get a letter from the principal of the  
15 local high school stating that he will be satisfactory.  
16 That is our requirement.

17 MR. WHITE: Are these representatives  
18 paid on a commission basis?

19 MR. CARFRA: Yes.

20 MR. WHITE: Straight commission?

21 MR. CARFRA: A straight commission  
22 proposition.

23 MR. WHITE: Is it fair to ask what that  
24 is, or is that a trade secret?

25 MR. CARFRA: No. Our representatives  
26 would average seven to eight thousand dollars a year  
27 gross.

28 MR. WHITE: Is it twenty-five per cent?

29 MR. CARFRA: It varies according to the  
30 length of the course.

MR. WHITE: Could you give us the  
approximate average --- the commission in terms of  
percentage?

MR. CARFRA: Earnings per year?







1  
2  
3  
4  
5 MR. WHITE: No --- the percentage of  
6 commission?

7 MR. CARFRA: I would say that would run  
8 in the neighbourhood of thirty per cent. You understand,  
9 that is not all profit. He has to supply his own car and  
10 his own transportation and his own advertising, to some  
11 degree, and so forth.

12 MR. WHITE: What are the academic  
13 qualifications for these twenty-five representatives?

14 MR. CARFRA: Well, we have people with  
15 college degrees. We have them mostly with about grade  
16 twelve or grade thirteen.

17 MR. WHITE: Is there a minimum?

18 MR. CARFRA: No minimum. It depends  
19 on the background of the individual. You can quite under-  
20 stand, we are not going to hire and train just anyone.  
21 It is extremely expensive. If we hire a new man, we pay  
22 him \$100.00 a week. We are not going to hire somebody  
23 with grade six education at \$100.00 a week, unless he has  
24 background experience --- outside reading, or whatever it  
25 is, and has a good command of the language.

26 MR. WHITE: Having in mind that your men  
27 are paid on a straight commission basis, and having in  
28 mind that there is no minimum academic qualifications,  
29 isn't it fair to say that a lot of courses must be sold  
30 to people in cases where it really is not appropriate?

MR. CARFRA: If it occurs, that man  
usually does not last long with us. We certainly find out  
in a hurry because in this province we have three  
superintendents who are continually circulating with each





1  
2  
3  
4 representative. He will work with a representative each  
5 week. He interviews, on every possible occasion, as  
6 many of that representative's students as it is possible  
7 for him to do and checks on what the representatives  
8 are doing. Most of our superintendents have ten or  
9 fifteen or twenty-five years' experience with us and they  
10 know what to look for and they know the policy of the  
11 company and we follow it as rigidly as possible. While  
12 what you say could be true of other schools --- I wouldn't  
13 be at all surprised about it --- I do not believe it is  
14 true of our schools. To give you further reference, I  
15 suggest that you talk with the Registrar of the Trade  
16 Schools Administration Act here who knows the whole story  
17 because any complaint about any trade school operating  
18 in this province comes to him in the first instance and  
19 I have been down there on one or two occasions. Our  
20 file, after three years, has three letters in it, as far  
21 as complaints are concerned. That is the best  
22 reference I can give you.

23 MR. CARRUTHERS: Does each applicant  
24 for a course receive a standardized test?

25 MR. CARFRA: No, not at the present time.  
26 We would suggest such a thing, on a group basis, for the  
27 province. So, we do it, certainly, for large industries  
28 where they have ten or forty people to train and they have  
29 a bill to meet. We say we better put in a diagnostic  
30 tests here. We can save him thousands of dollars in  
training and time and keep up the interest of the student  
by starting him where he belongs. Normally speaking,  
we don't. A prospect will write to us and say: "I want





1  
2  
3  
4 to take mechanical drawing." Our representative goes to  
5 see this individual and he says: "What is your academic  
6 background?" This must appear on our application form.  
7 If that student has grade thirteen in a normal high school  
8 education, with mathematics and science, we say: "Give  
9 us your marks from high school. Get them from the  
10 Department of Education". If those marks are satisfactory  
11 to us, you will not have to take and we do not recommend  
12 that you take all the elementary arithmetic, fractions  
13 and decimals, and so on; we will give credit for formal  
14 education and training, provided it is not over ten years  
15 old. So, the student starts where he should and our  
16 field representatives are expected to handle it that way.  
Does that answer your question?

17 MR. CARRUTHERS: Yes. There are  
18 eleven thousand active ICS students in Canada. What  
19 percentage of those would be in Ontario?

20 MR. CARFRA: I do not have that figure  
21 in front of me, but just to give you an illustration:  
22 At the moment --- these are up-to-date figures --- I  
23 would say probably there would be fifteen hundred enrolled  
24 this year in Ontario alone. It is difficult for us to  
25 give you the exact figure because we have a superinten-  
26 dent with headquarters in Ottawa, who takes in a small  
27 piece of Quebec. But, we do give this information to the  
28 Bureau of Statistics every year, the total number of  
29 enrollments, etcetera.

30 MR. CARRUTHERS: I was interested in this.  
A student in secondary school, I think it costs about  
\$600.00 per year; is that right?





1  
2  
3  
4  
5 MR. CARFRA: I read in the paper the  
6 other day that to take a student in an ordinary academic  
7 year in high school costs the authorities something like  
8 \$600.00 or so. If he is taking a technical course, it  
9 costs the Province something like \$1,500.00 for the  
same year, which is a fantastic difference.

10 MR. CARRUTHERS: In my locality, it  
11 costs --- this will include the vocational course which  
12 just started --- approximately \$700.00 for the year.  
13 This is what they pay --- an outside jurisdiction will  
14 pay in fees to the school. So, I am going by that.

15 MR. CARFRA: It is difficult to assess  
16 this thing because different people have different methods  
of arriving at what it costs.

17 THE CHAIRMAN: How do you arrive at  
18 costs for tuition in that case?

19 MR. CARRUTHERS: I do not know. This  
20 came up the other day and this is what they quoted me.

21 THE CHAIRMAN: Does that include build-  
ings?

22 MR. CARRUTHERS: Yes.

23 MR. WHITE: You were going just a little  
24 too quickly for me at the opening there and maybe we can  
25 learn a little later, if you haven't got that at this  
26 time. But, I would like to know how many start and how  
27 many graduate, on a straight forward basis? I couldn't  
follow you when you were speaking.

28 MR. CARFRA: As I said, we cannot give  
29 you the exact figures, but just to give you an illustra-  
30 tion. This is just about as good a way as I know of.

tion. This is just what we need. We are not going to

you the same thing, but we are going to give you an

and we are going to give you an

follow you when you want to

many graduates, as a result of the work we have

times, but, I would like to know how many more we can

learn a little later, if you would like that to be

too early for us to be spending money and we can

the thing, too. We are going to have a

in the future.

that.

the situation, but we are not

came up the other side and that they are

and we are not

costs for tuition in the

THE CHAIRMAN: We are not

of arriving at what is

that

it is not

pay in fees to the school, but I am

This is what they pay for

just started - approximately \$100.00 per year

costs - this will include the very best of the

and I am not

same year, which is a

costs the provision of

\$200.00 or so. It is not a

year in high school costs the

other way that we have a

THE CHAIRMAN: We are not

and we are not



1  
2  
3  
4 We have had this year, in the Province of Ontario, 422  
5 graduates for the first nine months of this year. At  
6 the same time, our enrollment in the last few years has  
7 been about similar for the same nine months --- that is,  
8 about 869. So, that would indicate that roughly fifty  
9 per cent graduate. It is quite a difficult thing to  
10 assess, but I would say that we are fairly safe in saying  
11 in excess of thirty-five per cent.

12 MR. WHITE: Four years ago, you would  
13 know the number who enrolled in courses?

14 MR. CARFRA: Yes. Here, we have a  
15 situation where a chap will enroll in a three-month  
16 course, which will only take three months; whereas,  
17 another chap will enroll in the first division of elec-  
18 trical technician, which would take him two and a half  
19 years of spare time.

20 MR. WHITE: How long have you been  
21 operating in Canada?

22 MR. CARFRA: We have been operating in  
23 Canada since 1891, but it was in 1920 we opened the  
24 Canadian office and made it a strictly Canadian organiza-  
25 tion.

26 MR. WHITE: Would it be possible for us  
27 to have --- for example, to take 1955, or some year ---  
28 the number of people who enrolled in all courses, short  
29 and long courses?

30 MR. CARFRA: Yes.

MR. WHITE: And then to know how many  
of those people had graduated?

MR. CARFRA: It just depends where you





1  
2  
3  
4  
5 are going to cut it off. You say 1955. Normally, all  
6 those who started in 1955 would have graduated in 1958,  
7 but that does not always happen that way. Quite a large  
8 number will study diligently for nine months or a year  
9 and something will happen --- a new baby or a new job ---  
10 and he quits studying for a year or several months.  
11 Then he comes back and we give him an extension and he  
12 starts off for the next two and a half years. If I  
13 could supply you with actual facts, I would do so. We  
14 have a lot of figures, but that particular one you are  
15 asking for, I cannot give you exactly. But, within three  
16 or four per cent I would say it is thirty per cent.

17 THE CHAIRMAN: You couldn't check your  
18 1955 enrollments and tell this Committee in, say, thirty  
19 days how many of those enrollments graduated?

20 MR. CARFRA: There is a possibility we  
21 could do that. I will attempt to do so.

22 THE CHAIRMAN: I think that is what we  
23 are interested in.

24 MR. CARFRA: My figures are most  
25 accurate, but what you would come up with is nothing.  
26 There would be a tremendous expense to look up several  
27 thousand students individually, to go back into the  
28 records for that length of time. It would be quite an  
29 expensive proposition. However, if it is worth it, we  
30 would be happy to do so. We never saw fit to do this.  
We are not new at this work, after seventy years, and I  
have been at it thirty.

DOCTOR CRISPO: Just to be clear, your  
estimate is, you think it is quite close to thirty per







1  
2  
3  
4  
5 cent of those who sign on the dotted line and take any  
6 course?

7 MR. CARFRA: And pay the first payment.

8 DOCTOR CRISPO: Thirty per cent of those  
9 people eventually complete the programme in which they  
10 enroll?

11 MR. CARFRA: Yes. That is in the  
12 Province of Ontario. This will not be necessarily true  
13 in Saskatoon, where technical job opportunities are  
14 limited extremely.

15 THE CHAIRMAN: We are interested in  
16 Ontario.

17 MR. CARFRA: I will try and attempt to  
18 check out those figures and I will be happy to supply all  
19 that --- what we can dig up. I would like to know myself,  
20 frankly, but this is just what the figures indicate to  
21 me now.

22 DOCTOR CRISPO: You suggest, at another  
23 point, that you would like to see some sort of procedure  
24 established whereby your students could gain recognition  
25 equivalent to, say, a secondary diploma.

26 MR. CARFRA: Right.

27 DOCTOR CRISPO: Are you suggesting that  
28 if this be done they write the same examination as all  
29 the high school students or are you suggesting a separate  
30 type of examination with equivalent standing?

MR. CARFRA: Of necessity, it would  
have to be a special setup because, as I understand it  
--- and I think that probably our representatives here  
would know the Ontario setup, particularly, better than





1  
2  
3  
4  
5 I would. Mr. Clark, would you care to comment on that  
6 --- the academic proposition referred to?

7 MR. CLARK: In Ontario, as you know here,  
8 gentlemen, the teacher has a wide choice of the texts  
9 that are going to be used and a private agency, such as  
10 we are, in attempting to co-ordinate all activity, in  
11 terms of a given subject, is almost impossible. So,  
12 this presents a problem in terms of evaluation. Just as  
13 a candidate's background is evaluated, say, by the  
14 Association of Certified Engineering Technologists and  
15 Technicians on educational accomplishments, say, in  
16 Europe or some other country, so it should be true that  
17 we are evaluating what an individual has done outside  
18 the formal system and that there should be an evaluation  
19 equivalency test setup here that a person would be  
20 adjudged to have accomplished so much in relation to the  
21 standard.

22 MR. CARFRA: That is the present  
23 situation among formal educators, that they do not see  
24 fit to have an equivalency proposition. But, industry  
25 does it. We have several hundred students in the  
26 Saskatchewan Power Corporation, many who are already  
27 working for the company. Prior to putting a vocational  
28 programme in, they put a ruling that grade ten is the  
29 minimum requirement for promotion, or acceptance, and  
30 they already had several hundred students with grade six,  
seven and eight. So, we set up a special order of studies  
that brought into our subject matter most of the things  
the Saskatchewan Power Corporation had to have in an  
employee; in other words, the ability to do mathematics





1  
2  
3  
4 up to trigonometry, the ability to express himself in  
5 English and basic science and mechanics, which was the  
6 subject matter taken from the normal juniour matric  
7 material, which has application in their industry.

8 Mr. Harding could probably read you one  
9 of the educational equivalency propositions of the  
10 Marathon Paper. Do you have that handy there?

11 MR. HARDING: This refers to a similar  
12 situation where primary workers in a woods industry or  
13 woodlands operation, in a paper company, are subject to  
14 leaving school prior to getting grade ten or better  
15 education and are hired on as labourers. These people  
16 subsequently want to apply for particular job openings,  
17 as they are entitled to. The company has established a  
18 policy wherein anyone with less than grade ten education  
19 may apply for a job. At the Marathon Corporation, we  
20 worked out this proposition with the stipulation that:  
21 Any employee of the Marathon Corporation of Canada Limited,  
22 not having a grade ten certificate, who enrolls and  
23 completes this course, at his own expense, will be given  
24 credit in the records of the Marathon Corporation as  
25 having grade ten for all purposes within the Corporation.  
26 The subject matter that they chose: Practical mathema-  
27 tics, useful English literature, general science, world  
28 history, algebra, plus two of the following; plane  
29 geometry or physics ....

30 MR. CARFRA: This, we believe, can be  
used to quite an advantage for adults --- students in the  
Province of Ontario --- to allow them to retain their  
dignity. Now, this is considerable for the obtaining of







1  
2  
3  
4  
5 positions within industry today. It is not uncommon for  
6 a person to say: "What education have you got," to  
7 an applicant for a job. He says: "Oh, I have grade  
8 nine!" "Well, my book says that I can't hire anybody  
9 unless he has a junior matric --- no dice." This man  
10 may have done a tremendous amount of extra reading, and  
11 so forth, but no credit can be given under any programme  
12 now in existence, so far as recognition from any  
13 authorities. We think this is a serious mistake and a  
14 very uneconomic waste of adults in the Province of  
15 Ontario.

16 MR. CARRUTHERS: Do any of these companies  
17 make it one of the requirements of employment that  
18 employees must be prepared to take a training programme  
19 if they get employment?

20 MR. CLARK: We recently negotiated a  
21 training programme with the Plymouth Tool and Die Company  
22 Limited. The arrangement there is that the new employee  
23 is put on a three-month probation and, as a condition of  
24 employment, he must start this specialized programme in  
25 three months.

26 MR. WHITE: Which course does he have  
27 to take?

28 MR. CLARK: It is a variation of the one  
29 that we set up for Algoma Steel Corporation --- not as  
30 long --- about a third of that particular programme. It  
is not a regular indenture arrangement. It is a programme  
which has a minimum standard on which to reject a man.

MR. WHITE: And he has to take that even  
if he is an engineer?





1  
2  
3  
4  
5 MR. CLARK: No. This applies to the  
6 shop employees --- not engineers or other categories.

7 MR. WHITE: Would he have to take it if  
8 he had grade thirteen?

9 MR. CLARK: No. He would be excused by  
10 ICS on those parts, but expected to do those parts that  
11 he may be lacking in. Grade thirteen education does not  
12 give him the qualifications in that field.

13 MR. CARFRA: Some years ago, the Quebec  
14 or the Ontario Hydro had a situation where they were  
15 advertising many power houses were extremely short of  
16 operators. We prepared a special order of studies to  
17 suit the requirements of operators for the Ontario Hydro.  
18 As I recall it --- and these figures are some eight or  
19 ten years old --- there were eleven hundred operators  
20 in training, enrolled by our people. We graduated, I  
21 think, about 891. That was compulsory training, so far  
22 as the Ontario Hydro was concerned. These people had to  
23 have so many lessons in that course completed before they  
24 got their next pay increase and have so many months in  
25 and I think the average study time was about two and a  
26 half years.

27 MR. BOYER: What type of course was it?

28 MR. CARFRA: A course in electricity,  
29 to do with hydro plant operation --- operators in hydro  
30 plants.

DOCTOR CRISPO: In a case such as this,  
can you tell us whether it is the general policy of the  
companies to pay the tuition fees or is there a policy  
such as that?





1  
2  
3  
4  
5 MR. CARFRA: Maybe you gentlemen are  
6 closer to that than I.

7 MR. CLARK: Each company has its own.

8 DOCTOR CRISPO: I beg your pardon?

9 MR. CLARK: Each company, certainly all  
10 of our clients, have a reimbursement policy. They will  
11 reimburse a student, upon completion, the amount of  
12 fifty to one hundred per cent of the fee.

13 MR. BOYER: That is the student; but  
14 what about the tuition cost? Does the student pay it  
15 and then is he reimbursed?

16 MR. CLARK: In the best interests of  
17 success, it is best to have an employee pay their way as  
18 he goes along and then a reimbursement upon completion.  
19 There is a great success factor there when there is a  
20 vested interest.

21 MR. HARRIS: How much would this Algoma  
22 Steel Corporation setup cost?

23 MR. CLARK: I am not familiar with the  
24 Algoma.

25 MR. CARFRA: There are fifty-four  
26 instruction units.

27 MR. CLARK: Forty-seven.

28 MR. HARRIS: Roughly?

29 MR. CARFRA: So, roughly \$300.00 it  
30 would cost them. That is an apprentice course. The  
total cost of that, so far as Algoma is concerned, would  
be absorbed by the Company. On apprentice training,  
invariably a company pays the total cost.

MR. HARRIS: And it is \$300.00?







1  
2  
3  
4  
5 MR. CARFRA: \$300.00. The time limit  
6 would be roughly two and a half.

7 MR. THOMPSON: The Department of  
8 Education has some extension courses. The Universities  
9 have extension courses. Do you duplicate any of those  
10 extension courses?

11 MR. CARFRA: Let us put it this way.  
12 They attempt to duplicate ours, in some degree. We have  
13 been active so much longer. Most people have no concep-  
14 tion of what is in a good correspondence course.

15 You were not here to start with, but I  
16 think I should explain this. The ICS instruction unit  
17 --- this is a sample of the size of it. There are sixty-  
18 five to seventy pages in this. If the ordinary writer  
19 were to get the same facts --- or, for example, you will  
20 read an article in Saturday Evening Post. If Readers'  
21 Digest decided to write this story up, they will say  
22 all that is said in fifteen or twenty pages in a publi-  
23 cation similar to Saturday Evening Post or Harper's and  
24 say it in three pages. The facts are there. They  
25 condense it. They take out all the extra verbiage. We  
26 go further than that. We send our instructors to New  
27 York, frequently, to get special lessons in reducing  
28 what we call the "fog level".

29 We get a manuscript from Professor  
30 Pugsley at McGill. He is going to talk in language far  
above the average student we have or any other school  
would have. So, we take it and re-write it for course  
instruction and put in illustrations. We have copy  
editors re-write it, and so forth, and reduce the "fog



level" and we turn it out as quite a different manuscript than what we got in the first place and it takes about a year or a year and a half.

MR. BOYER: Is that a Canadian publication then?

MR. CARFRA: These writers are writing strictly on Canadian subjects.

MR. BOYER: Some of your material comes from the States?

MR. CARFRA: Yes. The vast majority, because it would be impossible to duplicate what ICS is doing in the United States and do it in Canada because instruction units of this technical nature will cost us \$5,000.00 to write that text and take a year and a half of editing to do it. No private organization or, so far as I am aware, any correspondence school of any description in Canada has anything like that. But, to get the value, you understand, you have to have a terrific market --- ten times what the Canadian market can possibly support, to bring it down in price. So, writing of this text is not the work of any one man; there are five people at least involved in this.

MR. THOMPSON: Your point about your experience in superiority over university extension departments, or the Department of Education, is that perhaps they have been too prosaic and pedantic in their presentation; you have a skill in summarizing this?

MR. CARFRA: Yes. We think we have the finest staff of technical writers in North America and it is one of the big parts of our business, doing





1  
2  
3  
4 technical writing for the largest industry in the  
5 country. We do not advertise this normally, but we have  
6 that equipment. You understand, these people take years  
7 and years and years to train to make good technical  
8 writers and we now can do it for other companies and are  
9 doing so, outside of our own jurisdiction. But, normally  
10 speaking, the average person says: "A home study course  
11 --- oh, that is some professional or some authority who  
12 sits down and writes a book and says that is a corres-  
13 pondence course." Well, it is just like comparing coal  
14 with diamonds. The elements are there, yes, but it is  
15 not in the same form.

16 MR. THOMPSON: Have you had any exper-  
17 ience in co-operating with either radio or T.V. education-  
18 al outfits?

19 MR. CARFRA: I don't know just what you  
20 are referring to.

21 MR. THOMPSON: I mean, for example, in  
22 the States, in Boston they have, in connection with the  
23 University, educational programmes in which they will  
24 show the lab and experiment --- the students will watch  
25 this at six in the morning, or something.

26 MR. CARFRA: No. What they are doing in  
27 the United States, I am not familiar with it. We do not  
28 find that necessary. Eighty-five per cent of our students  
29 are studying courses in line with what they are doing  
30 every day. If a chap is studying a chemistry course,  
invariably, he is in a lab where he has access to and  
is surrounded by other engineers and chemists. He is  
doing that all day long but he can certainly ask questions.







1  
2  
3  
4 The work shop is their daily work, which is far better  
5 and cannot be duplicated --- instead of four walls in an  
6 educational institution --- because field conditions do  
7 not happen in schools. I don't know if you fellows have  
8 taken a night course or any other kind of courses. If  
9 you take a course in, say, gas engines --- I have taken  
10 them at the University of Saskatchewan --- we start on an  
11 engine that has been taken apart and put together forty  
12 times --- nothing wrong with it. This is the kind of  
13 tuition you get. You are not learning anything. You see,  
14 the parts are fitted together; but, that can be done in  
15 a text with line-cutting engravings.

15 THE CHAIRMAN: On page 6, you say:  
16 "In Sweden all technical education is available through  
17 correspondence study." Do you mean to imply by that that  
18 the student is compensated by the Government?

19 MR. CARFRA: I am going to ask Mr.  
20 Collier to answer that. I do not know whether you have  
21 that.

22 MR. COLLIER: I am sorry. I did not get  
23 the question.

24 THE CHAIRMAN: On page 6, you say:  
25 "In Sweden all technical education is available through  
26 correspondence study." My question is: Is the student  
27 compensated by the state or the province, which would be  
28 our case here?

29 MR. COLLIER: First of all, this is not  
30 all technical education. It is solely available --  
technical education is available through institutions too,  
but all of it that is available through institutions is





1  
2  
3  
4  
5 also available through correspondence study. Now, as to  
6 whether the students are compensated for that, I can't  
7 give you the exact answer to that myself now, but I can  
8 get that for you. I suspect, generally, from what I  
9 know of the technical education and general education  
10 organizations in Sweden, that he is compensated for it  
11 through these federations of labour unions and employers  
12 which work to raise the level of technical education,  
13 technical capacity, consequently to reduce the un-  
14 employment factor to a point where it is negligible and  
15 would be ridiculous by our standards.

16 MR. WHITE: But, that will be a state  
17 system?

18 MR. CARFRA: Not necessarily.

19 THE CHAIRMAN: That is not what I am  
20 asking.

21 MR. WHITE: It will be a state system  
22 in Sweden?

23 DOCTOR CRISPO: I suspect yes, that the  
24 majority of cases there of correspondence courses would  
25 be offered by the same institute that normally teaches  
26 it full time to day students?

27 MR. CARFRA: I am sure that in a few  
28 briefs that are going to come up after this, clarification  
29 of what these other countries are doing and exactly how  
30 they are doing it will be given the full treatment  
because I know of several who are presenting briefs who  
have been to Sweden and Norway and are back here now with  
the full details on all this.

MR. CARRUTHERS: Has there been an





1  
2  
3  
4  
5 accelerated demand for this type of course in the last  
6 year or two?

7 MR. CARFRA: That is a good question ---  
8 in actuality, where there should have been and where  
9 there is, we are finding, since there is so much  
10 publicity being given to the shortage of trained help  
11 requirements in all the newspapers, the public appears  
12 to be waiting to see. There appears to be a certain  
13 amount of "let us wait and see what the government is  
14 going to do for us." They are going to wait until the  
15 school opens up on the next corner, because the papers  
16 say they are going to open another school up here, so,  
17 they are not going to do anything. They will wait until  
18 somebody gives them. That appears to be the situation.  
19 So, I think that is some cause for a leveling off of  
20 which was a very rapidly increasing enrollment, insofar  
21 as our type of business was concerned. I think you had  
22 a submission yesterday that said they seemed to be  
23 leveling off. I would think that has something to do  
24 with it.

25 MR. BOYER: In connection with Mr.  
26 Carruthers' question, I think you mentioned a figure of  
27 fifteen hundred active ICS students in Ontario at the  
28 present time; is that correct? Did I understand that  
29 to be the figure?

30 MR. CARFRA: No. I didn't say that, I  
don't think.

MR. WHITE: Eleven hundred?

MR. CARFRA: I think we said there are  
eleven thousand active students in Canada at the moment.







1  
2  
3  
4 MR. CARRUTHERS: I think you said  
5 fifteen hundred.

6 MR. CARFRA: I would say that would be  
7 a reasonable estimate.

8 MR. BOYER: Would you explain why there  
9 should, in that case, be more in other provinces in that  
10 way?

11 MR. CARFRA: Should it be more in other  
12 provinces?

13 DOCTOR CRISPO: You would expect in  
14 Ontario you would have thirty to forty per cent of your  
15 students?

16 MR. CARFRA: Well, the educational  
17 acceptance of private home study schools in this Province  
18 is nil; I mean, acceptance by any federal or other bodies.  
19 It does not exist. Either you have a certificate issued  
20 by the Department of Education or you have nothing at all,  
21 so far as employers are concerned.

22 MR. WHITE: I couldn't agree with that.  
23 I do not think that is entirely fair, because if a chap  
24 comes in with grade eight, plus a half dozen ICS courses,  
25 he is going to be given more recognition than a man that  
26 just has grade eight, without anything further?

27 MR. CARFRA: I agree with that, but that  
28 is an exception. I am talking about, mostly --- my  
29 contacts, particularly, are with industry. I am talking  
30 about major corporations and they usually have rules.

DOCTOR CRISPO: What is done in other  
provinces which is different in Ontario?

MR. CARFRA: In the Province of





1  
2  
3  
4  
5 Newfoundland, we look after a very high percentage of  
6 all the apprentice training in the Province, and the same  
7 thing in New Brunswick and Nova Scotia.

8 DOCTOR CRISPO: Do these other provinces  
9 give the equivalent of a grade ten or twelve for something  
10 in ICS?

11 MR. CARFRA: They do not appear to put so  
12 much stress on the thing for having a Provincial certifi-  
13 cate.

14 DOCTOR CRISPO: But they do not offer an  
15 alternative certificate?

16 MR. CARFRA: No. There is no need of  
17 that.

18 MR. WHITE: Would there be any jurisdic-  
19 tion in the United States or Canada that did equate ICS  
20 courses with their own formal state system?

21 MR. CARFRA: I can't answer that. But,  
22 I think it was twenty years ago the Carnegie organization  
23 put up a very large fund to have research made into this  
24 thing. It was a case of finding a common denominator of  
25 what is the equivalent of something and they came up with  
26 what they called a "Carnegie Unit". This is not in use  
27 in Canada. We patterned our courses to fit the Carnegie  
28 Unit in the States but in Canada there has been no  
29 mention of it here for twenty-five years and we think it  
30 is a fairly valid or as close to valid system of measure-  
ment that has been devised in North America.

MR. WHITE: I suppose that is just  
functioning in some parts of the States rather than a  
formal arrangement with any government?





1  
2  
3  
4 MR. CARFRA: I don't know how that is.  
5 I am not prepared to talk on that point. They equate a  
6 Carnegie Unit and it roughly represents one hundred study  
7 hours of that particular subject or, in some cases -----

8 MR. WHITE: You are asking the Province  
9 of Ontario to equate certain of your courses with the  
10 primary school and secondary school course, as we know  
11 them?

12 MR. CARFRA: The difficulty is to satis-  
13 fy a certain setup for adults and we are not in any way  
14 asking that persons who are now in school or under  
15 eighteen --- they should go back to school and finish  
16 their entire high school education --- but it is for the  
17 adults who, for some reason, do not have that, to get an  
18 equivalency examination which would allow them to have a  
19 high school leaving certificate or some recognized  
20 certificate which industry could say: Yes, we can hire  
21 you because you have an equivalent of the requirements  
22 for this particular province.

23 MR. WHITE: Is there any jurisdiction in  
24 any of the countries of the world where you do business  
25 that has such an equivalency rating?

26 MR. CARFRA: I am not prepared, nor am  
27 I qualified, to answer that because my authority only  
28 extends in Canada.

29 DOCTOR CRISPO: In connection with that,  
30 there might be something in the European countries in the  
form of a second way to higher education. I would suspect  
that in some of those countries there might be something  
along the lines of this second way.







1  
2  
3  
4  
5 MR. WHITE: In Ontario, if you take the  
6 Department of Education correspondence course and try your  
7 examination, under the scrutiny of a teacher, you do end  
8 up with special grades. This is undoubtedly true in the  
9 European countries too. But, is there a European country  
10 that has recognized a private correspondence school  
11 course where the examinations are not supervised?

12 DOCTOR CRISPO: No. I would be very  
13 suspicious if the examinations were not supervised, but  
14 were taken at home, where it may well be possible for  
15 other students to be working with them. I think there  
16 would be a real risk there. If you ask for a certificate  
17 by this Province, I do not think you can ask for any one  
18 without studying the examination.

19 MR. CARFRA: We wouldn't recommend such  
20 a thing at all. But, our present student is approximately  
21 twenty-eight years of age, married, with two children,  
22 and he is not investing two or three hundred dollars to  
23 fool anybody, just to get a piece of paper and it is  
24 almost impossible for him to cheat on examinations. It  
25 is possible that he could hire come college graduate to  
26 write all the papers for him, but in the twenty-five or  
27 twenty years I have been at it, I have never known it to  
28 happen.

29 DOCTOR CRISPO: As the matter stands now,  
30 there would not be a lot of incentive for a student to  
31 cheat. The type of man that enrolls in the course is  
32 likely to be more ambitious than average and, perhaps,  
33 a better citizen than average and he pays his money and  
34 he does his work as best he can and tries to finish the





1  
2  
3  
4  
5 course. But, the minute that you do put an equivalency  
6 rating on it and say: X number of ICS courses equal grade  
7 thirteen, or thereabouts, it may be then that you are  
8 inviting quite a lot of cheating. The very fact that  
9 you haven't got any formal recognition is a good reason  
10 for not trying to cheat your way through the course. But,  
11 if it became equivalent to certain grades and if those  
12 grades, in turn, became a condition of employment, then  
13 you would run into more of this cheating?

14 MR. CARFRA: Mind you, in the case of  
15 that man, we would and we do recommend, if the authorities  
16 here in this Province would consider such a thing, we  
17 would recommend that they have a central point or a group  
18 or a committee whom the parties could come before and be  
19 examined, closed-book or open-book. We would definitely  
20 recommend it because we feel that that is the accepted  
21 thing. It has always been you have closed-book examin-  
22 ations. I have had it all my life and probably the rest  
23 of you have too. So, we expect it to go on.

24 Mr. Clark has a point.

25 MR. CLARK: There is a tendency to  
26 equate adult training with basic education. The purpose  
27 of the Committee meeting, as I understand it, is to really  
28 delve into the issue of adult training.

29 THE CHAIRMAN: All phases of training.

30 MR. CLARK: Yes. Now, in our formal  
system, we can get through an examination in many ways.  
The usual procedure is to study and do the examinations  
and to get the highest possible mark. However, I think  
we can look back to our own childhood and we will see,







1  
2  
3  
4  
5 in certain years, a desire to cram, pass the examination,  
6 get a certain mark and then proceed to forget what we  
7 have learned. This, we cannot do in the adult training  
8 scheme. The whole purpose or objective behind the ICS  
9 certificate or diploma is that we have produced a trained  
10 person --- one who is applying his abilities in a definite  
11 straight line, whether it be bookkeeping or machine shop  
12 practice or supervision --- that if he is going to forget  
13 what he has learned, he had best not start.

13 DOCTOR CRISPO: I do not think this  
14 conflicts with Mr. White's point which, as I understand  
15 it, is to the effect that he does not see how the  
16 Province could afford to put its stamp of approval with-  
17 out having some assurance. I wanted to clarify this.

17 MR. CARRUTHERS: Is the applicant  
18 assessed on the work he sends in as well as his examina-  
19 tion at the final?

20 MR. CARFRA: We have seen fit and, as  
21 I say, in keeping with the formal educational trends at  
22 higher levels, not to be too concerned about examinations  
23 any longer because each unit of studies which I showed  
24 you, there is fifteen or twenty hours of study. At the  
25 back of this instruction unit is a series of ten to twenty  
26 questions, based on the information contained in this  
27 text and of the texts previously studied. So, this  
28 constitutes an examination in itself. True, it is open-  
29 book; but, nevertheless, in order to answer these  
30 questions, he must know what is in here. It is set out  
in every exercise, each few weeks, as he goes ahead. In  
some courses, we have a final examination







1  
2  
3  
4  
5 which he has to pass, but it is not generally now con-  
6 sidered necessary to have a final examination.

7 DOCTOR CRISPO: The ultimate test of  
8 your graduates is really their ability to perform on the  
9 job?

10 MR. CARFRA: That is correct.

11 DOCTOR CRISPO: And for this reason there  
12 is motivation?

13 MR. CARFRA: That is correct.

14 DOCTOR CRISPO: Because that little  
15 certificate is not going to stand them in good stead un-  
16 less they perform?

17 MR. CARFRA: That is true. Just to give  
18 you an illustration, at the Atlas Steel Company, they  
19 enroll quite a large number of their apprentices with us  
20 and on completion --- or, it was true and I do not think  
21 there is any change, but Mr. Harding may have something  
22 to say --- but, these graduates of our electrical  
23 apprenticeship course, who take three or four years to  
24 go through, are given a thousand dollar cheque on gradu-  
25 ation. Is that still true?

26 MR. WHITE: How do we enroll?

27 DOCTOR CRISPO: How long does the course  
28 take?

29 MR. CARFRA: Four years, normally. At  
30 Bowater, in Grand Falls, Newfoundland, Sir Eric Bowater,  
up until his recent death, has always attended the  
graduation exercises there and he presents them, among  
other things, with a \$350.00 tool chest, fully equipped  
with tools.





1  
2  
3  
4  
5 MR. CARRUTHERS: Doesn't our Department  
6 of Labour operate somewhat in the same way, in the  
7 mechanical field? Somebody who has been operating a  
8 garage for a great many years wants a class A certificate  
9 and he comes in and tries the examination. So, he fails.  
10 They give him the book and say: "You go home." They  
11 charge him \$5.00. He comes back and writes the examina-  
12 tion. It is the practical experience that he gets.

13 THE CHAIRMAN: Yes. But, they have to  
14 take an examination in front of an instructor?

15 MR. CARRUTHERS: Yes.

16 MR. CARFRA: Something similar, except  
17 I believe our standards of marking are far above what is  
18 normally expected in usual trade apprentice schools and  
19 apprentice regulations.

20 DOCTOR CRISPO: I wonder if I was  
21 reading too much into your presentation. At one point,  
22 I got the impression with regard to tuition reimbursement  
23 that you might like this Committee to give consideration  
24 to the possibility, under the Technical Vocational  
25 Agreement Act, of the Government somehow reimbursing  
26 students who take some of your courses. Was I reading  
27 too much into it?

28 MR. CARFRA: No, I do not think so.  
29 That is only part of our thought --- only part of it.  
30 Where an individual has enrolled for a course to upgrade  
himself, individually, on his own -----

DOCTOR CRISPO: Yes. Under Schedule 4  
you can do this.

MR. CARFRA: Under Schedule 5 and 4 it

1. The first thing I noticed when I got up

of about 10:00 AM. I was in the same way, on the

mechanical things, I noticed who has been speaking a

language but a person who seems to be a little bit different

and he comes in and talks the same language. He is the

first person I met who said "Hello, how are you?"

I was a little bit surprised and I was a little bit

shy. He said, "Don't worry, I'm just a person who is

here to help you. You can talk to me if you want to

and I will be glad to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is

here to help you. I am a person who is





1  
2  
3  
4  
5 would appear that there is the mechanics there to do  
6 reimbursing. To what extent, that is up to them. But,  
7 the other statement in our brief would envisage that our  
8 material be used and paid for totally by the government,  
9 where the individual does not pay any money at all. But,  
10 I think that that should apply only where you have  
11 monitored groups, where attendance records are marked and  
12 decorum and discipline is kept; but, the point we  
13 establish there is no instructors are needed. You only  
14 need a monitor. We have other conditions, which is  
15 important, I believe. We enroll a vast number of students  
16 throughout the year. A student will go along fine as  
17 long as he is working. The minute, for some reason  
18 beyond his control, he is laid off work, you know, it is  
19 almost impossible for us to get that student to continue  
20 studying, even though he can meet the payments. Our  
21 argument is this: If you do not study, you cannot get  
22 a job, or a better one and we cannot help you. Therefore,  
23 you are not progressing. If you only continue studying,  
24 when you get your diploma you will get more money. But,  
25 they lose heart when they are unemployed. My belief is  
26 this, that something could be considered that if this  
27 student could, when he became unemployed, go down to  
28 some organization and say: I want to continue with my  
29 studies, but I can't pay; if the government would help  
30 me with a few payments until I get back to work I will  
continue studying. This would do a tremendous amount  
of good, I think.

MR. COLLIER: On this equivalency point,  
I have one thought. I am afraid this might be missed.







1  
2  
3  
4 It is this, that ICS is making this proposal for equiva-  
5 lency recognition, having in mind the number of people who  
6 need technical training but who cannot qualify for it  
7 today, for one reason or another, because they did not  
8 complete or have no academic record which will admit them  
9 to even an institution or school which are planned under  
10 the Technical and Vocational Training Assistance Act.  
11 It is those people that we have in mind. We suggest ---  
12 and only suggest --- that some standard be set up whereby  
13 these people could be accepted for capacities expressed  
14 differently from what is the rigid ruling of so many  
15 grade twelve subjects and so many grade thirteen subjects  
16 before you qualify. This is the point, that without some  
17 adjustment or equivalency recognition, these unemployables  
18 we are talking about are not trainable as things stand  
19 now. So, it will be a case of either relaxing the training  
20 requirements quite radically leaving these people untrained,  
21 or instituting an equivalency or, let us say, a rule of  
22 thumb or more practical recognition of their capacities  
23 based on their real experience.

24 THE CHAIRMAN: That is a good point that  
25 you have just brought up because I think that is the  
26 group that we are having more trouble with right now,  
27 who have no academic standing to further their training.  
28 I know, in my own district, those are the unemployed  
29 people.

30 DOCTOR CRISPO: You have some precedent  
for this because under Programme Five the basic training  
is designed to bring people up to an equivalent standing  
for grade eight, nine or ten.





1  
2  
3  
4  
5 MR. COLLIER: That is correct. And we  
6 never suggested that ICS, or any other body who acts as  
7 an agent for the Department of Education, that its  
8 certificate be accepted by the Department as an equivalent  
9 certificate. As Mr. Carfra pointed out, we go along with  
10 the idea that these people should write a supervised  
11 examination if they are to receive a certificate from the  
12 supervising authorities.

13 MR. CARRUTHERS: You mean an industry  
14 that requires grade twelve, a student or a person who  
15 couldn't get their French, an equivalent course could be  
16 set up which would give them the standing which would be  
17 required for the industry?

18 MR. COLLIER: Yes. That student would  
19 be assessed by-- it is beyond me really to say just what  
20 it should be; but, let us say he is stumbling in a  
21 subject like French which, on a practical basis, may not  
22 be required of him at all to acquire a trade and to take  
23 a part in the technological advance of society which  
24 otherwise would be denied to him, and he may become  
25 another one of those unemployables simply because of the  
26 rigidity of the present standards.

27 THE CHAIRMAN: Gentlemen, it is twelve-  
28 thirty and I think we will adjourn at this time. Would  
29 you like Mr. Carfra and his group to come back after, or  
30 what do you wish? If not, I want to thank Mr. Carfra  
for presenting his brief to us.

--- Hearing adjourned for lunch.





1  
2  
3  
4  
5 --- Upon resuming at 2.00 p.m.

6 THE CHAIRMAN: Gentlemen, we have the  
7 brief this afternoon of the International Brotherhood  
8 of Electrical Workers, and I believe we have three  
9 representatives here. Mr. Meharry, President, are you  
10 here?

11 MR. FARQUHAR: No, he is absent.

12 THE CHAIRMAN: Mr. Moher, Vice-President?

13 MR. MOHER: Present.

14 THE CHAIRMAN: And W. Farquhar,  
Secretary-treasurer?

15 MR. FARQUHAR: Present.

16 THE CHAIRMAN: Who in your group is  
17 going to present the brief?

18 MR. FARQUHAR: I will present the brief.

19 THE CHAIRMAN: Will you come up here,  
20 Mr. Farquhar? You may be seated if you like, and will  
you continue, please.

21 MR. FARQUHAR: Besides Mr. Moher and  
22 myself, Mr. Chairman, there are three other representa-  
23 tives of our Council. May they have an opportunity to  
24 add to this brief?

25 THE CHAIRMAN: Yes. Would you like to  
26 introduce them?

27 MR. FARQUHAR: Shall I proceed?

28 THE CHAIRMAN: Yes.

29 MR. FARQUHAR:  
30







BRIEF PRESENTED BY THE ONTARIO PROVINCIAL COUNCIL OF THE  
INTERNATIONAL BROTHERHOOD OF ELECTRICAL WORKERS TO THE  
SELECT COMMITTEE ON MANPOWER TRAINING OF THE ONTARIO  
LEGISLATURE

---

Dear Sirs:

The Ontario Provincial Council of the International Brotherhood of Electrical Workers is composed of representatives of Local Unions throughout the Province of Ontario, whose members are primarily electricians employed by electrical contractors in the construction industry.

The object of the Council is to secure work for members of these Local Unions under the best conditions obtainable.

APPRENTICESHIP ACT

We have found the Apprenticeship Act of Ontario helpful in training apprentices to become electricians, but believe that the Act is effective mostly in Union shops where the provisions of the Act are enforced by the Unions. We believe that the benefits of the Act could be beneficial in non union shops by instituting compulsory certification which would require that only qualified workmen or indentured apprentices be employed at the trade.

MR. EBERLEE: Do you want people to interrupt and ask questions?

THE CHAIRMAN: I think we will go through the brief, and then we can have any questions.

MR. FARQUHAR: Apprentice electricians





1  
2  
3  
4  
5 should be minors who have reached the age of sixteen as  
6 provided in the Act, as there are more than enough  
7 applicants in this age group to take the place of  
8 electricians leaving the trade, and for any increase in  
9 jobs for electricians that may be brought about by  
10 increased use of electrical equipment in construction  
11 installations. The use of power tools on construction  
12 work largely offsets the extra work that might be expected  
13 due to additional electrical equipment being installed.

14 Men over the age of twenty-one who wish  
15 to enter the trade as apprentices would find it almost  
16 impossible to live on apprentice wages and many would be  
17 content to serve only part of the apprenticeship period  
18 and then try to make their living by undercutting the  
19 wages established by Unions. Installations made by such  
20 partly trained men would be a danger to the public  
21 through electric shock and fire hazards created by  
22 faulty work.

## 23 REGULATIONS

24 We suggest that the regulations for the  
25 trade of Electrician include the following provisions:

26 1. Establish Joint Apprenticeship  
27 Councils in various localities in the Province to be  
28 composed of equal numbers of employer and employee  
29 representatives, and one government representative.

30 2. Apprentice applicants should be  
interviewed by the Joint Apprenticeship Council in the  
area in which they expect to work.

3. Apprentices should be indentured to





1  
2  
3  
4  
5 Joint Apprenticeship Councils instead of employers and  
6 the Committees should set up a system of supervision of  
7 training with the object of assuring that apprentices are  
8 given wide experience in the trade.

9 4. The ratio of apprentices to be no  
10 more than one apprentice to five journeymen in a shop.  
11 This ratio would be sufficient to replace electricians  
12 leaving the trade and compares with the ratio established  
13 in other building trades.

14 5. Applicants for apprenticeship should  
15 have at least Grade XII education and should have passing  
16 marks in a test designed to determine their mechanical  
17 aptitude. Experience has shown that some Grade XII and  
18 XIII graduates are not suited to the trade.

19 6. Apprentices should serve four years  
20 on the job, under the supervision of journeymen electri-  
21 cians to properly prepare them to be competent workmen  
22 capable of working alone as journeymen.

23 7. Daytime classes as now provided by  
24 the Department of Labour or the Ontario Government should  
25 be compulsory for apprentices, and diplomas should not be  
26 issued to apprentices who fail to attend when advised to  
27 do so by the Director of Apprenticeship.

28 8. Apprentices should be compensated by  
29 the Department of Labour at a rate equal to Unemployment  
30 Insurance Benefits when these Benefits are not allowed  
while attending daytime classes required by the Department  
of Labour.

9. Compulsory certification should be  
instituted for the trade for the protection of the public.







1  
2  
3  
4  
5 Inspection of electrical installations  
6 by the Ontario Hydro Electric Power Commission is only  
7 partly effective in protecting the public from unsafe  
8 workmanship. It would be necessary for H.E.P.C.  
9 Inspectors to give constant supervision while work is  
10 being performed to assure full protection. This would be  
11 expensive and impractical but such inspection as can be  
12 afforded should be continued.

13  
14 Municipal licensing should be discontinued as all municipalities in the Province do not require  
15 licenses, and the qualifications required to obtain a  
16 license vary in the different municipalities.

17  
18 The foregoing suggestions if adopted  
19 would raise the standard of workmanship in the trade with  
20 resulting benefits to the public in the matter of safety  
21 and reduced costs through efficient workmanship.

## 22 RETRAINING

23  
24 Serious unemployment has been experienced  
25 in the trade in the last few years in most localities in  
26 the Province and we are not in favour of encouraging  
27 entry into the trade through a retraining program of  
28 additional persons who cannot meet the qualifications  
29 outlined in this brief. Because of developments in  
30 Electronic controlled equipment, many Union members have  
taken or are taking courses on this subject through  
correspondence schools or night classes. The I.B.E.W.  
has designed an industrial electronics course requiring  
over two hundred hours of classroom study and laboratory  
work, and many Union men are taking this course. It is





doubtful if this extra training will broaden the field of job opportunities to any great extent, but as more and more electronic equipment is being used, it is necessary that electricians should have training in this field.

Generally speaking, electricians, after having spent several years at on the job training and classroom study, learning their trade are not anxious to take up another trade. They are concerned about the intermittent employment experienced in the last few years and are opposed to increasing the numbers entering the trade through retraining programs.

In view of the fact that under present conditions, anyone with less than Grade XII education is not properly prepared to qualify for employment opportunities in most fields, the aim of retraining programs should be to raise the educational minimum of the untrained to this level. To train them for specific trades where unemployment already exists will not solve their problem, but only move them from one group of unemployed to another group of unemployed.

ALL OF WHICH IS RESPECTFULLY SUBMITTED:

A. R. Meharry,  
President.

F. G. Moher,  
Vice-President,

W. Farquhar,  
Secretary-Treas.

THE CHAIRMAN: Are there any questions?

MR. BOYER: Where is this course taking place that you mentioned in the third last paragraph,





1  
2  
3  
4 the industrial electronics course, requiring over two  
5 hundred hours of classroom study? Is that held in the  
6 City here?

7 MR. FARQUHAR: Where is it taking place?

8 THE CHAIRMAN: Yes. Where do you hold  
9 your courses?

10 MR. FARQUHAR: In co-operation with the  
11 Toronto School Board.

12 MR. BOYER: Oh, I see.

13 MR. FARQUHAR: The course was designed  
14 by our International offices, the International Brother-  
15 hood of Electrical Workers. They supply us with text  
16 books or work books and teachers' manuals, and we have the  
17 co-operation of the Central Technical School, the Western  
18 Tech, Danforth Tech and Northern Vocational.

19 We have night classes in those schools.  
20 We have approximately two hundred --- this is Toronto that  
21 I am speaking of only, and I do not know the details of  
22 the other localities --- but in Toronto we have approx-  
23 imately two hundred and twenty members of the local unions  
24 in Toronto attending these classes. They take place in  
25 the fall. We are just getting the second term organized  
26 now. We had the first term last season.

27 MR. BOYER: I think I saw this and other  
28 courses being advertised in the morning paper today by  
29 the Toronto Board of Education.

30 MR. EBERLEE: The brief recommends that  
compulsory certification be brought in. What do you think  
can be done about those who are practising the trade now,  
claiming to be electricians? Are all of them to be







1  
2  
3  
4 automatically certified?

5 MR. FARQUHAR: Well, I would think there  
6 would have to be something fairly liberal to start with  
7 if it were to be instituted. I do not think if a man  
8 has been earning his living at the trade for a number of  
9 years he should be told you can't earn your living at  
10 the trade anymore, you are just out because you can't  
11 be certified.

12 I think if it was instituted, certifi-  
13 cation would have to be broad to start with.

14 MR. EBERLEE: This would be one of those  
15 two-year grandfather clauses?

16 MR. FARQUHAR: I would think so.

17 THE CHAIRMAN: What about those who have  
18 served their three years as helpers? They would come  
19 under the grandfather clause and be recognized as three-  
20 year apprentices? Supposing you had some boys coming  
21 along now and certification came in, are we going to  
22 recognize the two or three years they have put in or do  
23 they have to start over again?

24 MR. FARQUHAR: The time they put in  
25 would be recognized. I think anybody that could meet  
26 the qualifications of the present apprenticeship require-  
27 ments of the Department of Labour should be given an  
28 opportunity to try the examination for certification, or  
29 if they have only put in two or three years at the trade,  
30 that two or three years should be given to their credit.

THE CHAIRMAN: You state here that  
apprentice electricians should be minors who have reached  
the age of sixteen. Apparently you are opposed to taking





1  
2  
3  
4 in apprentices over twenty-one. Is that right?

5 MR. FARQUHAR: Yes. I think it should  
6 be a minor. The present Act states it applies to minors  
7 who have reached the age of sixteen.

8 In our particular trade, it is a popular  
9 trade. We have fair conditions, and I suppose some boys  
10 think it is a pretty romantic one to be in, or they get  
11 enamored over the idea of having seen a lot of technicians  
12 working in front of a switchboard and so on, and we have  
13 no difficulty in getting apprentices.

14 In the Toronto district we have no  
15 difficulty getting apprentices with grade twelve, and we  
16 do have aptitude tests which I think are pretty good.  
17 They indicate whether a boy is mechanically inclined or  
18 not.

19 THE CHAIRMAN: That might happen in  
20 Toronto, but taking Ontario as the overall picture, it is  
21 the feeling I think of this Committee that 21 should be  
22 taken out of there. We are prohibiting a lot of people  
23 from being apprentices who otherwise might make very good  
24 men.

25 I know it is the feeling of the Committee  
26 and it is the feeling across Ontario, outside Toronto.  
27 You take in some localities --- for instance, in a lot of  
28 localities where boys go to school until they are eighteen  
29 or nineteen, so we have the case of a boy leaving school  
30 at eighteen and taking a job that pays fairly good money  
because the money was available, but maybe in his mind  
from the time he was eighteen he would like to be an  
electrician. Then at twenty-two years of age he goes to





1  
2  
3  
4 someone and says that he would like to become an appren-  
5 tice, and they must say they are sorry but he is too old.  
6 That to me would not be fair. What is your opinion?

7 MR. FARQUHAR: My opinion on it is that  
8 if a man reaches the age of twenty-two and he has been  
9 working as, say, a truck driver making a fair wage of  
10 \$60.00, \$70.00 or \$80.00 a week, he is not going to be  
11 content to go to work as a first-year apprentice at  
12 \$1.10 an hour or whatever the wages might be --- not for  
13 very long.

14 I would be very suspicious that the man  
15 would be in the trade maybe two years and then go out and  
16 call himself an electrician, and in some localities in  
17 the province you do not need a license.

18 MR. EBERLEE: But if you had compulsory  
19 certification ---

20 MR. FARQUHAR: If you had compulsory  
21 certification, that is a different thing. Without  
22 compulsory certification a man can short-circuit the  
23 apprenticeship period and become a half-trained mechanic.

24 THE CHAIRMAN: Would we need to worry  
25 about the twenty-one year factor?

26 MR. FARQUHAR: I would say if there was  
27 compulsory certification and it worked, there was no real  
28 worry about the age limit.

29 THE CHAIRMAN: You would agree with the  
30 Committee's thinking if it was compulsory, the age limit  
is not a factor?

MR. FARQUHAR: Personally, I would. I  
think the rest of the organization would also.







1  
2  
3  
4  
5 THE CHAIRMAN: That is very good.

6 MR. EBERLEE: Is there quite a surplus of  
7 electricians at the present time? You are speaking here  
8 of using perhaps the age limit as a method of keeping  
9 down other people who are interested. Is there a great  
deal of unemployment?

10 MR. FARQUHAR: Yes, particularly in the  
11 winter. Right at the moment we have unemployment. It  
12 is not too serious, and a man might be out two or three  
13 weeks before he gets back again, but what we are thinking  
14 of as much as anything is that from possibly October  
15 until the following June and July, six or seven months  
16 without employment is really serious. Each succeeding  
17 winter seems to get worse. Last year was the worst we  
18 have had since before the war. The winter before that  
19 was the worst we had had since before the war. We hope  
we do not have too much unemployment this winter.

20 MR. HARRIS: When you say it is worse,  
21 percentagewise roughly how bad would that be?

22 MR. FARQUHAR: I would say roughly  
twenty to twenty-five per cent.

23 MR. HARRIS: That bad?

24 MR. FARQUHAR: Yes.

25 THE CHAIRMAN: Did you have more  
26 electricians actually working than you had in the previous  
years because you had more electricians?

27 MR. FARQUHAR: No.

28 THE CHAIRMAN: There just was not the  
29 work available?

30 MR. FARQUHAR: That is right.





1  
2  
3  
4  
5 THE CHAIRMAN: In other words, the  
6 building trades were not going?

7 MR. FARQUHAR: That is right.

8 THE CHAIRMAN: There were not any new  
9 buildings so there was not any work, so the electrician  
10 would be seasonal if you figure out the building trade is  
11 seasonal?

12 MR. FARQUHAR: It seems to work that way.  
13 Everybody wants to have their work done in the summer  
14 months when the weather is good whether it is a factory  
15 or house or whatever it might be. When things start to  
16 quieten down in the winter time, everybody seems to tie  
17 up the purse strings, and they just do not want to have  
18 work done.

19 When you say there are no jobs going on,  
20 last winter in Toronto --- not only in Toronto but all  
21 across the province --- buildings were in various stages  
22 of completion and they would have only a skeleton crew  
23 on them. One of the big faults is that the people who  
24 are having the buildings built are really not in any  
25 hurry. They do not put a penalty on a completion date,  
26 and the contractor says that during the winter months the  
27 men are not as efficient, that they do not work as  
28 efficiently as they do in the summer months, so we will  
29 just man the job enough to keep it barely moving during  
30 the winter months. The general contractor only hires a  
few carpenters and a few bricklayers and other trades,  
and it affects the electrical work as well. Really all  
the trades in the building construction industry are  
affected during the winter months.



THE CHAIRMAN. In other words, the

building trades were not a

MR. LANGRISH. That is right.

There were not any new

buildings so there was not any work, so the situation  
could be assessed, it was a very bad situation, the building trades

MR. LANGRISH. It seems to me that they

everybody wants to have their work done in the summer  
months when the weather is good, and whether it is a factory  
or house or school or it might be, when things want to  
be done in the winter time, everybody seems to be  
up the back of their head, and they just do not want to have  
work done.

MR. LANGRISH. There are no jobs at all

that winter in the north - not any in the north at all  
except the people who are working in the north  
of construction and they would have only a skeleton crew  
on them, the only thing is that the people who  
are doing the building, their heads are in the  
clouds. They do not put a pointer on a construction site.

and the contract is made that during the winter months the  
work is not so important, that they do not want to  
continue as they do in the summer months, so we will  
just run the job enough to keep it barely moving during  
the winter months. The general contractor may have a  
few carpenters and a few plumbers and other trades,  
and in effect, the situation is as bad as hell. Really all  
the trades in the building construction industry are  
affected during the winter months.



1  
2  
3  
4  
5 If there was enough money allowed in  
6 the contractor's original bid where he could close in  
7 the building, and it can be done although I do not know  
8 how much money is involved, but it has been done where  
9 jobs have kept going during the winter months and  
provided full employment.

10 PROFESSOR LOGAN: What part of your men  
11 are in the building trades, fifty per cent?

12 MR. FARQUHAR: I would say so. It is a  
13 mixture in the different local unions. In the Electrical  
14 Workers an electrician might work for one employer as a  
15 construction worker, and he might work for another  
16 employer as a service man going out on service work  
17 putting in new plugs or changing lights or fixtures.  
That is what we call service work.

18 It is really hard to divide them up into  
19 how many would be construction workers and how many would  
20 be what you might call industrial workers. We would like  
21 to think that our members can do any of that type of work.

22 THE CHAIRMAN: But you have a lot of  
23 electricians that do not care about service work. I know  
24 in most areas in central Ontario there seems to be a  
25 shortage of service workers but that there are lots of  
construction workers.

26 MR. FARQUHAR: In any city there would  
27 be an awful lot of service work.

28 THE CHAIRMAN: I am thinking of Kingston  
29 and that area. If you had a stove go out you would have  
30 to wait for some time to get a service man.

MR. FARQUHAR: I do not think we have a







1  
2  
3  
4 Kingston representative here. Mr. Mathews is our Inter-  
5 national representative. He gets around.

6 MR. MATHEWS: I would like to put in a  
7 few words because I have had a lot of experience across  
8 the province.

9 THE CHAIRMAN: Would you like to sit  
10 down, Mr. Mathews?

11 MR. MATHEWS: I would like to stand. I  
12 sometimes find I can think easier standing, if you don't  
13 mind. I find throughout the province in this particular  
14 problem we are having --- I typed this out this morning  
15 as I did not have any knowledge of this meeting until I  
16 came back from Montreal --- I want you to realize our  
17 problem that we have had down through the years is the  
18 inability of the present Apprenticeship Act to properly  
19 control the men who enter the trade. The Act clearly  
20 outlines the ratio of apprentices and journeymen that  
21 shall be in particular shops, but this is an indenture  
22 apprentice. Now, any contractor can go out and hire a  
23 helper, and that is important. There is no restriction  
24 as to how he comes in, and we have had this problem since  
25 I have been in the trade. Incidentally, I was an  
26 apprentice --- I was in one of the first apprentice classes  
27 there was, and coming from an old country family, my  
28 father could not understand what I was talking about when  
29 I became an apprentice and I had no guarantee of employ-  
30 ment. I was just an apprentice. If I found work, that  
was fine. I could stay with my firm as long as they had  
work, but we have no basis in the Act wherein we can say  
that to work at the trade you must be either (1) an





1  
2  
3  
4 indentured apprentice, or (2) a journeyman.

5 We say these categories exist, but there  
6 is no basis under them for enforcing the Act to say that  
7 this is what you must hire when you do electrical  
8 construction work.

9 THE CHAIRMAN: But if we had compulsory  
10 certification ----

11 MR. MATHEWS: I think this would clear  
12 it. That is the reason we are basing our argument that  
13 this thing can be cleared up, if we approach the Act  
14 in a different way and make it compulsory for everyone  
15 working at the trade to go through a specific training  
programme.

16 It is only compulsory today if you are  
17 an indentured apprentice, and then there are no claws  
18 in it.

19 In other words, if a contractor --- and  
20 we will take your City of Kingston or Belleville or any  
21 place in that area --- decides to take an apprentice on,  
22 and then two months later or three months later he decides  
23 to let him drop, he may have gone through a nine-month  
24 period, and that boy is sometimes on his own hook. The  
25 apprenticeship officer attempts to find him some other  
26 place, but there is no central body that looks after him  
27 and sees that he finishes his training. So where do we  
28 find him? We find him in places like Elliot Lake. He  
29 shows up there and he becomes an electrical worker in  
30 Elliot Lake. There were electricians on the job up there  
that I would say were ninety per cent unqualified, and  
they were up there for five years.





1  
2  
3  
4  
5 The problem was this: We did not have  
6 what we call a licensed electrician in that area. He was  
7 imported, and he was imported from areas where there was  
8 no such thing as a licensing system, so we had a minor  
9 problem where we got into a job, and we had it at Elliot  
10 Lake, eight hundred people working on electrical work saying  
11 they were journeymen classified by the unions in the  
12 co-operation as much as possible with the contractors and  
13 men who came up and said I am a journeyman. We have a  
14 journeyman ticket that each local can issue, and they  
15 usually go through a rigid training programme to get this,  
16 but where there is no control, this can be done by anybody  
17 saying I am a journeyman electrician. Who is to say  
18 otherwise unless you have evidence that he has never  
19 worked in the trade in his life?

20 Those were some of the things that I  
21 think if this Committee can put recommendations on the  
22 re-training and that, we can clear the problems that this  
23 province is experiencing as far as our own particular  
24 trade is concerned.

25 MR. EBERLEE: Speaking of the trade  
26 itself, does everybody in the trade have to be an electri-  
27 cian, or can the trade be broken down into a compulsory  
28 certified electrician and a compulsory certified  
29 electrician's helper and so on?

30 MR. MATHEWS: Well, if you made a  
category of a helper, then we have the problem of how  
does that helper eventually become a journeyman. We have  
tried to keep it to apprentices so that we know there is  
the first year, second year, third and fourth year and







1  
2  
3  
4 then he passes. It is a matter of progression.

5 If we after much thought went along with  
6 a system where the over-age men come in --- we did it  
7 during the war because the veterans were given a two-year  
8 thing, but it was not too successful because it left us  
9 with quite a few untrained mechanics on our hands. Two  
10 years did not make a man a good apprentice or a good  
11 electrician. The only thing that has made an electrician  
12 has been going through an apprenticeship system and at  
13 least some control.

14 If we know he has not got the knowledge,  
15 we have in instances sent him back to school, and we have  
16 done this, and one of the strongest places for this is  
17 in the Windsor locality where we have a council set-up  
18 similar to what we are asking throughout the province.  
19 Windsor has set up their own council, and they see that  
20 these boys go to school. If they do not, they have to  
21 answer for it in front of the board. That is the reason  
22 they don't do it.

23 You will see that if we go into anything  
24 that does not have control we are not easing any  
25 situation we have in our trade today.

26 Licensing we feel is a municipal business,  
27 and I can back up Mr. Farquhar's statement. A licence  
28 in Sudbury does not require the restrictions that a  
29 Metro Toronto licence requires. A licence in Ottawa is  
30 not as strict. Kingston and these various areas where  
they have a licensing system --- and then all over the  
province we have towns that have no licensing system:  
Belleville, Brockville. Brockville just tried to put one





1  
2  
3  
4  
5 in, and it is not too successful, so what we have is a  
6 hodge-podge.

7 THE CHAIRMAN: I am wondering when a  
8 municipality puts in a licensing system, is it for  
9 protection or for revenue?

10 MR. FARQUHAR: Revenue.

11 MR. MATHEWS: Revenue, and also at the  
12 request of the contractors to try to get control. We  
13 have tried to go to the contractors as a body to have  
14 them meet with us, and possibly we can iron this out  
15 without any legislation, but the trouble is you are  
16 always faced with the problem in Ontario where although  
17 as a labour force we are organized but the contractors  
18 on the other hand have never come into a good area  
19 organization such as we have where we can deal with them.  
20 We sign agreements with them, and in some areas we sign  
21 with two contractors, but in the whole area there may  
22 be maybe fifty.

23 The regulations that we stipulate in  
24 our contract only bind the union contractors, so we have  
25 a problem when the non-union man is in the area. He  
26 still works and he is still producing non-trained  
27 mechanics, because this is what he ends up with. There  
28 is nothing in his scheme of life that says that his  
29 apprentice must go to school, that he must take all this  
30 type of training.

31 I think one of the things I wanted to  
32 call to your attention was the recent construction  
33 schimozzle --- and that is what it was --- in Toronto.  
34 We investigated it, and I did a survey on it originally.







1  
2  
3  
4 All the firms that were working on these particular jobs,  
5 on the larger projects and larger apartments in here,  
6 you would find different companies would have as many as  
7 thirty helpers and three journeymen electricians. They  
8 would be working on these buildings under these circum-  
stances.

9                   There was nothing to hold them back  
10 because there is nothing in the Act that says they cannot  
11 do it. They would have no indentured apprentices because  
12 they did not want apprentices. They wanted a labour  
13 force to do the electrical work at a cheaper rate, and  
they could drop men whenever they felt like it.

14                   They left on the job a crew of half-  
15 trained mechanics, and you have to admit when a man works  
16 at our trade for two or three years, whether he is an  
17 apprentice or not, he has got to learn something about  
18 installation. He is put on the market and he next shows  
19 up in another locality and he is suddenly a journeyman.  
This is in a locality where they do not need a license.

20                   I think if this Committee here can come  
21 up with some answer along the registration line, it is  
22 going to solve a lot of problems.

23                   MR. CARRUTHERS: The trade as a whole  
24 recommends certification?

25                   MR. MATHEWS: Yes, the trade as a whole  
26 in Ontario feels that certification would be the only  
27 answer we have to fully trained mechanics, and in fact  
I am trying to get it across Canada.

28                   MR. CARRUTHERS: In my own community at  
29 least three farmers are doing most of the work.

30                   MR. MATHEWS: That is right. During the





1  
2  
3  
4  
5 slack season they are doing the electrical work, and we  
6 do not know that we will ever cure that because you are  
7 never going to cut a handyman down to size, but we can  
8 control the vast majority.

9 MR. THOMPSON: What would be your  
10 requirements in licensing? These three fellows would not  
11 get a licence?

12 MR. MATHEWS: I would not think they  
13 would be the proper people unless they proved their  
14 qualifications. This is what we would have to study  
15 with the contractors and with the help of the government  
16 and ourselves. These councils would set up qualifications  
17 to do electrical work in that particular area.

18 It would be the same for all the province,  
19 because there is no difference in a building going up in  
20 Toronto than there is in Rainy River.

21 MR. THOMPSON: Could I clarify this?  
22 If I want to get my licence, I would go to city hall or  
23 some place for an examination, and I would write this  
24 examination and I would have to show I had some experience,  
25 not necessarily as a practising apprentice, and work up,  
26 and it would be my qualifications on the basis of written  
27 exams plus my experience in the field, and these would  
28 be examined by an impartial group throughout the province  
29 and then I would get my licence?

30 MR. MATHEWS: I would say that would  
probably be the way it would work. It would not be a  
licence so much as you would be a certified electrician.  
I don't see the work "helper" is necessary because if we  
decide this over-age man is necessary, then he would go





1  
2  
3  
4  
5 into it and he would still be called an apprentice  
6 because he has still got to meet the regulations and go  
7 through the programme we are asking the journeyman to  
8 finish up with.

9 MR. EBERLEE: You would have the same  
10 sort of system that the motor vehicle trade has?

11 MR. MATHEWS: Yes.

12 MR. CARRUTHERS: You feel the grade  
13 twelve academic standing is necessary?

14 MR. MATHEWS: I think in some of these  
15 areas we feel this is necessary. It has become necessary.

16 MR. CARRUTHERS: There would be a lot of  
17 able men who would not perhaps be able to get some  
18 subjects in their grade twelve standing.

19 MR. MATHEWS: I think this is where a  
20 council could make a decision on a particular applicant.  
21 This would be their requirement, but if a case of this  
22 nature came up, and it happens to us all the time where  
23 some young fellow comes along and he can't get past grade  
24 eight but he has good potential mechanical ability, this  
25 boy can come in and we see to it that at night school he  
26 gets to grade twelve by the time he gets to journeyman.  
27 We want him to have grade twelve. We feel the trade  
28 needs it.

29 MR. FARQUHAR: For some time there has  
30 been ample applicants in the electrical trade to fill  
all our needs and more than fill our needs who have grade  
twelve education, and we feel they should have grade  
twelve education before they start.

THE CHAIRMAN: Would not the people





1  
2  
3  
4 that are in the electrical business, if there was  
5 compulsory certification, look after this themselves?  
6 They are not going to hire apprentices and train them if  
7 they feel they are not going to be fitted for the job.

8 MR. FARQUHAR: Employers do. They are  
9 not too concerned when they first hire on an apprentice  
10 or helper, and I am speaking about some employers.  
11 There are some employers that we do business with who  
12 are concerned with what the end result is going to be,  
13 whether he is going to have a mechanic or a liability  
14 in the trade.

15 A lot of employers will take on a boy  
16 if he has only grade three education or grade four,  
17 because actually working at the electrical trade a boy  
18 is not a liability to the employer. He starts earning  
19 his keep as soon as he starts on the job whether he is  
20 holding a ladder or pulling pipe or threading pipe or  
21 whatever it is. It is not the same as a bricklayer  
22 where somebody has to take time off to show the boy how  
23 to lay bricks, and it costs the employers to train a  
24 bricklayer, but not an apprentice electrician.

25 To begin with some employers are not too  
26 concerned with the kind of man they start with. If he  
27 has grade three or four or eight education, he does not  
28 care.

29 We are trying to get them concerned  
30 enough so that they will realize that starting a boy with  
31 an education like that he is going to end up with a poorly  
32 trained mechanic who will be a hazard to the public.

33 MR. THOMPSON: I would like to clarify







1  
2  
3  
4  
5 this again: This would be on taking an exam and my  
6 experience, and you mentioned about a local council  
7 making a decision.

8 MR. EBERLEE: You do not mean municipal  
9 council?

10 MR. THOMPSON: No, I am thinking of this.

11 MR. EBERLEE: Apprenticeship council for  
12 this area.

13 MR. MATHEWS: Our own group would be  
14 the apprentice council for the electrical workers and  
15 any other group that needed one would have one, but it  
16 would be under the chairmanship probably of the same  
17 apprenticeship department officer.

18 MR. THOMPSON: The point I am making is  
19 that if you had local councils that also can make the  
20 decisions, do I need to pass provincial exams if there  
21 are local councils? Now I say this of lawyers or any  
22 association, they are for serving their own, and if a  
23 local council had two electricians, they are not going  
24 to be too keen to get a number of others in, and the  
25 local council may decide that they won't pass these  
26 fellows, so I would like to clarify the provincial  
27 examinations. Would that be enough if I passed that?

28 MR. MATHEWS: We could not very well  
29 let that council other than administer. The final say  
30 would have to come, and if there was a protest against  
the fact that a man felt he had passed the exam --- and  
this happened in this particular vicinity too where he  
felt he passed the exam and because of pressure they just  
weren't taking electricians in. At that particular time





1  
2  
3  
4 he would not get a licence, and then he would have an  
5 appeal from that.

6 MR. THOMPSON: You would be quite happy  
7 with that?

8 MR. MATHEWS: These boys, let me tell you  
9 we have seen them go through. I know where a lot of the  
10 blame lies is the fact that in some cases we get what we  
11 call a cost plus job, and you will get a phone call in  
12 the union offices for a group of men; not a group of  
trained electricians.

13 Now, during the war years we were stuck  
14 with a lot of these. Now we as unions have tried to keep  
15 our mechanics, our people, trained and see that they get  
16 their training, but you do have instances where, as I  
17 say, in this construction thing these people were not  
18 interested in training the men they had where they had  
19 three journeymen and twelve helpers on the job. They  
were not interested in the twelve helpers.

20 THE CHAIRMAN: What does the union do  
21 about wages for the helpers? Are they getting journey-  
22 men's wages?

23 MR. MATHEWS: In the union we have very  
24 few places where we recognize helper classifications.  
25 We do not recognize it. It is something in the trade.  
26 We did not put it there. We recognize only the apprentice-  
ship classification.

27 THE CHAIRMAN: But you will allow a  
28 construction man to hire a bunch of helpers?

29 MR. MATHEWS: Not in our union shop  
30 agreements. That is not there. We did this, and this is





1  
2  
3  
4  
5 not in the Toronto agreement because Toronto has not got  
6 the problem as far as what we call our union contractors  
7 are concerned. They do not adhere to this policy.

8 In outside areas where we have some  
9 people, and we have done this I think in St. Catharines  
10 where they have had these people and you cannot throw a  
11 man out of work as soon as you sign an agreement, so you  
12 make out a deal where this man stays in one classifica-  
13 tion, and you give him possibly second or third or fourth  
14 apprenticeship rate, but he is a dead duck. He is not  
15 going to be a journeyman.

16 We have taken it over, and he is a long-  
17 time employee, and he has his use in the job, but the  
18 younger ones coming in, they must go through our training.

19 THE CHAIRMAN: In other words, if this  
20 Committee in their wisdom decide there should be  
21 compulsory certification with a five-year training period,  
22 and a floor for wages for one, two, three, four, five  
23 years, and a provincial examination under the Department  
24 of Labour, that would practically clear up the problem  
25 you have?

26 MR. MATHEWS: That would clear up most  
27 of the problem. I am sure of that.

28 THE CHAIRMAN: That is fine. Are there  
29 any other questions?

30 MR. WHITE: Am I correct in this, that  
the term compulsory certification describes the system  
that exists in the motor vehicle repair trade?

MR. EBERLEE: Yes.

MR. WHITE: It does not go beyond that?







1  
2  
3  
4  
5 And secondly, this joint apprenticeship council, is that  
6 about the same set-up as they have in the motor vehicle  
7 repair trade?

8 THE CHAIRMAN: What is this?

9 MR. WHITE: The brief suggests the  
10 establishment of joint apprenticeship councils, and I  
11 thought this meant the council is at the local level.

12 MR. MATHEWS: We have already a group of  
13 which the three signing officers of that petition are  
14 part and parcel of the provincial group. They are on  
15 the Advisory Committee.

16 MR. FARQUHAR: The Committee that has  
17 just been set up under the Apprenticeship Act, the  
18 Provincial Advisory Committee to the Electrical Trade,  
19 and below that there could be a local advisory committee  
20 in different localities throughout the province. There  
21 are at the present time local advisory committees that  
22 take in all trades where employers and employees meet  
23 and discuss apprenticeship problems of all trades, but  
24 we are interested in setting up local advisory committees  
25 for just the one trade, electricians.

26 THE CHAIRMAN: That necessarily would  
27 not be under the union?

28 MR. FARQUHAR: No. Representation by  
29 employer and employee, and one government representative.

30 MR. WHITE: Do you keep the advisory  
committee as is, or does this joint apprenticeship  
council replace the advisory committee?

MR. MATHEWS: You would have to have the  
advisory committee.





1  
2  
3  
4  
5 MR. FARQUHAR: The reason we worded it  
6 that way, we started out by wording it as a local  
7 advisory committee. Windsor at the present time has a  
8 committee, the local apprenticeship committee for the  
9 electrical trade, and that is the way it operates in  
10 Windsor. They call it that, and apprentices are inden-  
11 tured to this committee instead of to the employer.

12 MR. WHITE: Is that exactly what you  
13 want?

14 MR. FARQUHAR: That is what we are asking  
15 for in the brief, yes.

16 MR. WHITE: Is that not the same system  
17 that exists now in the motor vehicle repairs trade?

18 MR. EBERLEE: The indenture is to the  
19 employer.

20 MR. WHITE: There are councils at the  
21 local level, and then a provincial council over all?

22 MR. EBERLEE: Yes, but they are advisory  
23 committees.

24 MR. WHITE: This is just a difference  
25 of words, is it not?

26 MR. EBERLEE: In this case the indenture  
27 is going to be to the committee.

28 MR. WHITE: That is the sole difference?

29 MR. EBERLEE: With this type of set-up  
30 there would be greater control over the entry to the  
trade by the employer and the employee. In the motor  
vehicle trade the employee side has no control over the  
entry of apprentices. That is determined by the employer.  
He is going to hire a guy or he is not.





1  
2  
3  
4  
5 THE CHAIRMAN: That would have to be the  
6 same if you had compulsory certification. You are not  
7 going to place apprentices with a contractor who does  
8 not need them. There has got to be job openings.

9 MR. MATHEWS: Possibly on this particular  
10 item the reason we feel the need to apprentice to the  
11 council is for proper training.

12 MR. WHITE: I understand that.

13 MR. MATHEWS: We could and we have had  
14 instances where a boy has spent all his time at one place,  
15 and let us take the Royal York Hotel. We had a man who  
16 came in there in the beginning and came out a finished  
17 apprentice. They could not possibly learn the electrical  
18 trade working at the Royal York Hotel, so for diversity  
19 we must move them. You could not ask the contractor to  
20 do this work for you.

21 MR. WHITE: I understand that. Let us  
22 leave that point. In what other way does the apprentice-  
23 ship council that you are suggesting differ from the  
24 existing advisory committees?

25 MR. FARQUHAR: Well, it is possible that  
26 the present advisory committees --- I do not think there  
27 are any in the building trades where they are looking  
28 after one specific trade, but if it is an advisory  
29 committee, they do not have authority to take a boy from  
30 one shop and put him in another, whereas if the boy is  
indentured to the local apprenticeship committee, then  
they could take him from one shop and put him in another  
shop.

We have had boys that have gone through







1  
2  
3  
4 apprenticeship training and as Mr. Mathews has said,  
5 they know nothing except conduit work. We have boys who  
6 do not know any conduit work; they can't bend a conduit,  
7 and he is practically a total loss to the trade.

8 There are systems set up in the local  
9 unions in the United States where a local committee does  
10 act just that way, and they keep track of the boy and  
11 make sure he gets a wide experience, and I think they  
12 only keep him in the shop ten months and they move him  
13 to another to make sure he gets a good wide experience in  
the trade.

14 MR. WHITE: That makes a lot of sense.

15 THE CHAIRMAN: How would it be if we  
16 handled it the way we do in the motor vehicle repair  
17 trade where we bring in an apprentice to a provincial  
18 school and he is working at different things and he is  
19 classified from that? Would that answer the purpose the  
same way?

20 MR. FARQUHAR: At the present time  
21 electrical apprentices do go to the Institute of Trades.

22 THE CHAIRMAN: But this would be  
23 compulsory that they have to go in.

24 MR. MATHEWS: They do that at the present  
25 time, and are indentured apprentices.

26 THE CHAIRMAN: Why should we not do that  
instead of moving them from one shop to another?

27 MR. FARQUHAR: Even so he might be going  
28 to that school and getting a repetition of what he was  
29 getting on the job, although I do think the idea of the  
30 school is to give him more academic training than





1  
2  
3  
4 technical training. He does get some technical work;  
5 he gets transformer hook-ups, but I think a lot of the  
6 work is classroom study. It might be a repetition, but  
7 I do not think so.

8 THE CHAIRMAN: I am thinking of a boy in  
9 rural Ontario where you have a boy sixty miles from  
10 Kingston. You cannot move him from one place to another  
11 to get any more experience because he cannot get that  
12 experience.

13 MR. MATHEWS: Sixty miles outside of  
14 Kingston?

15 THE CHAIRMAN: I am talking about if it  
16 is compulsory. Then we have a different thing. What you  
17 have now, I could be an electrician because I know how  
18 to pull a wire and I know how to connect, but I would not  
19 want to be classified as an electrician.

20 MR. MATHEWS: Well, there are probably  
21 places in the province where you could buy a licence  
22 right now.

23 THE CHAIRMAN: I do not need to have a  
24 licence, and as soon as it is all ready, the inspector  
25 will inspect it.

26 MR. MORNINGSTAR: I was interested in  
27 my colleague's three farmers doing electrical work. Would  
28 that not have to be inspected?

29 THE CHAIRMAN: Certainly.

30 MR. FARQUHAR: If they reported to the  
Ontario Hydro and got a permit, it is inspected, but there  
is an awful lot of work going on in this province that is  
not inspected, and it is a hazard, and I would say with





1  
2  
3  
4  
5 these three farmers wiring houses there is going to be  
6 some of them burning down.

7 MR. CARRUTHERS: This is what causes a  
8 lot of fires on farms. I know of three cases where it  
9 was defective wiring. The boys were doing the wiring.

10 MR. FARQUHAR: Another thing I would  
11 point out, for these three farmers to have their work  
12 inspected, to have you assured that the work is done  
13 properly by the Hydro Inspector, he would have to stand  
14 there looking over the people's shoulder all the time.  
15 He cannot give them personal supervision, and there is  
16 a lot of work covered up.

17 THE CHAIRMAN: You would have to have  
18 a Hydro Inspector for every man?

19 MR. FARQUHAR: Pretty well, yes.

20 THE CHAIRMAN: In the automobile repair  
21 trade we had the same thing before we had compulsory  
22 certification, and it has gradually cleaned itself up now.  
23 We have no problem that we had five years ago.

24 MR. WHITE: If we had compulsory  
25 certification, will that eliminate municipal licensing?

26 THE CHAIRMAN: It should.

27 MR. FARQUHAR: I think the Municipal  
28 Act would have to be changed. The Municipal Act gives  
29 municipalities the right to govern and license electricians.  
30 If you institute certification, that would still  
remain. I do not think that would automatically cancel  
it.

MR. WHITE: Not automatically, but the  
presumption is that section of the Act would be deleted.







1  
2  
3  
4  
5 THE CHAIRMAN: Not necessarily, but it  
6 would mean before a man could come into Toronto and get  
7 a licence as an electrician, he would have to have a  
8 provincial licence or they could not issue a licence.

9 MR. WHITE: If we had compulsory  
10 certification, you really would not want municipal  
11 licensing. It cannot be that important a source of  
12 revenue to the municipalities, and the need for control  
13 would no longer exist? Is that not right?

14 THE CHAIRMAN: I would not be too sure  
15 of that.

16 MR. THOMPSON: I think there is the fear  
17 of small municipalities being influenced to keep down the  
18 number of people getting licences.

19 MR. EBERLEE: A few municipalities do  
20 use it for that purpose. They charge a non-resident a  
21 tremendous fee.

22 MR. MORNINGSTAR: That does not mean he  
23 is going to do a good job.

24 MR. FARQUHAR: If we have certification  
25 it means the employer is assured the man he has hired is  
26 qualified. If he goes and buys a licence, as I say, in  
27 some places he can buy them like a dog licence ---  
28 because he has a licence does not assure the employer  
29 he is a qualified man.

30 MR. THOMPSON: If you have a certification, surely you are concerned about the age limit.

MR. FARQUHAR: We have clarified that  
point, and they agreed if it was compulsory certification  
the age limit would not be necessary. I cannot think





1  
2  
3  
4  
5 why the age limit should remain on if we had certifica-  
6 tion.

7 MR. THOMPSON: I am sorry I came late.  
8 You mentioned re-training. Electricians are not too keen  
9 or they do not show an enthusiasm for taking re-training  
10 and attending classes after they have already got  
11 established. This is on page 4. I am summarizing it.  
12 You do not see that this would be opening jobs up of any  
13 magnitude that could not be taken up by the electricians  
14 who are already practising.

15 Do you have a basis for saying that?

16 MR. FARQUHAR: There are not any real  
17 jobs that require somebody with electronic training only.  
18 There are jobs where an electrician should have training  
19 in that field, but for a man to have only electronic  
20 training and go and apply for a job, I do not know where  
21 he would apply for a job. If he called himself an  
22 electronic technician, I do not know who would hire him.

23 In the United States there is a vast  
24 field for that where they are building all these Venus  
25 rockets and so on. There is a tremendous field, but in  
26 Canada I do not know where they would go.

27 We have some members who are working for  
28 industrial plants on electronics. They are really  
29 electronic technicians, but I would say it would be one  
30 out of five hundred who is doing that.

We have others who have taken courses in  
electronics --- not this particular one that is mentioned  
in the brief. They have taken maybe a course at the  
Ryerson Institute or DeVry, they have taken training







1  
2  
3  
4 there. There just is not any place they can go to work  
5 and use the training, at least not that I know of.

6 All these people taking the I.B.E.W.  
7 electronics course, they are taking it because they know  
8 that the trend is towards electronic control, and they  
9 want to keep on top of the trade, but when they get  
10 through this course they may never have an opportunity  
11 to use the knowledge that they got from the course.

12 THE CHAIRMAN: We understood yesterday  
13 that there is a demand for graduates. Weren't you led  
14 to believe that yesterday, that they could not find  
15 enough graduates?

16 MR. FARQUHAR: We have some of his  
17 students who are still working as electricians.

18 MR. MATHEWS: I think one of the problems  
19 of that particular branch of the trade is the money. I  
20 think in the electronic industry they have gone out for  
21 specialized courses, and I think the I.B.M. is an example.  
22 On computers they trained fifty men, and they gave them  
23 a ten-week course. They sent a crew up to North Bay to  
24 do the computer work, but they just specialized them for  
25 installing those computers. As far as servicing, they  
26 had not gotten that far yet because they were not far  
27 enough advanced. They were there for installing purposes  
28 anyway. They did not pay anywhere near the rate we were  
29 getting installing them.

30 To these men it is a dead end. He is  
not going to suddenly become a wizard at electronics  
and find that means \$1.50 an hour pay cut, which it can  
do.







1  
2  
3  
4  
5 MR. THOMPSON: One of the dilemmas of  
6 our Committee, and possibly a dilemma of anyone, we are  
7 looking ahead to what the needs will be in a changing  
8 technological society. I wonder if you were considering  
9 this, whether you were looking ahead also on that basis.  
10 I do not know if there are any forecasts that you felt  
11 were worthy of consideration.

12 MR. MATHEWS: We have looked forward  
13 enough to start these courses, and my organization has  
14 the courses set up. The course for the present time of  
15 the local here is a four-year one, and we will continue  
16 to expand as the need is felt within the industry.  
17 Whether we will be supplying eventually all the electron-  
18 ic technicians --- they say they want a graduate  
19 electronic technician, but you will find they are asking  
20 for someone who is not an electrician because he wants  
21 electrician's wages. They are not paying them in the  
22 category in which they require their standards.

23 MR. CARRUTHERS: I have in mind that  
24 there is a wide field for electronics men in servicing  
25 electrical appliances. Would you feel this should be  
26 done by electricians?

27 MR. MATHEWS: Electricians would do  
28 servicing of any electrical appliances. Now then,  
29 through the lack of training a lot of electricians cannot  
30 service appliances. We have just explained a case where  
a man worked we will say at the Royal York all this time;  
he has come out and finished his apprenticeship and he  
passed his examination, but if you ask that man to go  
in and fix an ordinary stove --- mind you, I do not think





1  
2  
3  
4 they fix stoves anymore. They just replace.

5 MR. CARRUTHERS: Did we not question  
6 the President of P.I.T. on this very thing, the servicing  
7 of appliances?

8 THE CHAIRMAN: Yes.

9 MR. CARRUTHERS: You would oppose that?

10 THE CHAIRMAN: I think the point they  
11 are bringing out here is that there are very few  
12 electricians that have bothered about servicing, and I  
13 mentioned earlier in a lot of cases it is very hard to  
14 find a service man who will service electrical appliances.

15 MR. MATHEWS: A man cannot make the  
16 money on that job.

17 MR. CARRUTHERS: Because they will not  
18 take that lower wage, we have a demand for service men?

19 MR. MATHEWS: That is right.

20 THE CHAIRMAN: The thing we are concerned  
21 about is not so much wages as it is employing people.  
22 I was always led to believe if you could not get a full  
23 loaf, it was better to take a half and eat. I think a  
24 lot of people in Ontario with a little training if you  
25 can bring that along, would rather have a half a loaf  
26 than nothing.

27 MR. MATHEWS: I have a different idea  
28 of service work than many people. I feel this is the  
29 cream of the crop sitting there in your service work,  
30 because if I am in business as an electrical contractor,  
and if I have a printing press that shuts down in a  
printing establishment, and you gentlemen are part of it  
and you know you have got a press that has to make you







1  
2  
3  
4  
5 possibly \$40.00 an hour while it is running, and it is  
6 making you nothing and you have your overhead while it  
7 is sitting there, you want a man to go in there and fix  
8 it in a hurry.

9 These service men I think are worth to  
10 any shop twice what a construction electrician is worth,  
11 but this is not the way the world works today.

12 As I say, they do not repair anymore.  
13 They replace. I think you are well familiar with that.  
14 Your service man for your television set or any place  
15 like that, he just comes and replaces tubes until he finds  
16 out what is wrong, and this is the area I think that is  
17 coming into being.

18 THE CHAIRMAN: If a wire goes off the  
19 stove when your wife is getting dinner and you cannot get  
20 a man, I think you will repair it right there.

21 MR. FARQUHAR: You become your own  
22 repair man.

23 MR. CARRUTHERS: A bricklayer will not  
24 put up two or three boards without calling the carpenter.

25 MR. THOMPSON: Assuming that prosperity  
26 comes, and integration, a German immigrant would have a  
27 very hard time practising if these rules went through.

28 MR. MATHEWS: I think this is an area  
29 also where we would have to sit down with some responsible  
30 people as a group and agree to whatever system is coming  
in. I do not think we fully agree the country should  
bring over boat loads of electricians, but I do believe  
if we felt there was a need for them we should in our  
own minds work out the problem of integrating them into







1  
2  
3  
4  
5 the trade. That is what I think is wrong with the  
6 immigration programme. They dump them here, and nobody  
7 has ever told them that it is an entirely different  
8 system.

9 MR. THOMPSON: For example, you want  
10 grade twelve or thirteen, and he goes through an appren-  
11 ticeship. You would I presume in your Act allow for  
12 equivalent experience?

13 MR. MATHEWS: If this is the final  
14 decision when the councils are set up, the overall  
15 programme would be with contingencies such as we are  
16 talking about, these things would have to be governed by  
17 whatever final acts came into effect.

18 MR. FARQUHAR: Are you speaking of a  
19 fellow who might not have finished school?

20 THE CHAIRMAN: An electrician.

21 MR. FARQUHAR: An electrician who would  
22 come and wants to get a licence in Ontario?

23 THE CHAIRMAN: What has happened in the  
24 motor vehicle repair trade is that mechanics have six  
25 months probation, and if we feel they are competent, then  
26 they go write their exams, and many of them have got  
27 their ticket that way, and there has been some good men  
28 that way. However, they cannot get a licence immediately  
29 as a mechanic.

30 We have had a lot of good German and  
British boys come over that were really good mechanics.  
In fact, I would say they were getting a better training  
than our boys were during that training, but our boys are  
getting better all the time.





1  
2  
3  
4  
5 MR. WHITE: On this point number seven,  
6 in what way does that differ from the existing procedure?

7 MR. FARQUHAR: Daytime classes as now  
8 provided by the Department of Labour, is that what you  
9 mean?

10 MR. WHITE: Yes. Is that not the way  
11 it works now?

12 MR. FARQUHAR: I think that is the usual  
13 practice. That is the policy set down, but it is not in  
14 any regulations. I think the Director of Apprenticeship  
15 took that up with the Provincial Advisory Committee to  
16 the Building Trades, and pointed out there were quite a  
17 number of lads that were not coming to the classes, and  
18 that they should, and I think he recommended and it was  
19 agreed the policy would be that a diploma would not be  
20 granted.

21 The only difference is if we have  
22 compulsory certification that means the boy could not  
23 become certified. If that was put in the regulations,  
24 if he did not attend school he could never be certified.

25 MR. WHITE: This is the way it is working  
26 now even though it is not in the regulations?

27 MR. FARQUHAR: That is right.

28 MR. MATHEWS: I think our problem is  
29 it is working for the indentured apprentices, but with  
30 these other people entering the trade it is not working.

THE CHAIRMAN: Are there any further  
questions?

PROFESSOR LOGAN: Is there any thought  
that there should be some distinguishing mark between



18. The first point to be considered is the question of the right of the people to a fair trial. This is a fundamental principle of justice, and it is essential that it should be maintained in all cases. The right of the accused to a fair trial is a cornerstone of the legal system, and it is essential that it should be maintained in all cases.

19. The second point to be considered is the question of the right of the people to a fair trial. This is a fundamental principle of justice, and it is essential that it should be maintained in all cases. The right of the accused to a fair trial is a cornerstone of the legal system, and it is essential that it should be maintained in all cases.

20. The third point to be considered is the question of the right of the people to a fair trial. This is a fundamental principle of justice, and it is essential that it should be maintained in all cases. The right of the accused to a fair trial is a cornerstone of the legal system, and it is essential that it should be maintained in all cases.

21. The fourth point to be considered is the question of the right of the people to a fair trial. This is a fundamental principle of justice, and it is essential that it should be maintained in all cases. The right of the accused to a fair trial is a cornerstone of the legal system, and it is essential that it should be maintained in all cases.





1  
2  
3  
4 the type of apprentice graduate who comes in and becomes  
5 a journeyman? Number five says that applicants for  
6 apprenticeship should have at least grade twelve educa-  
7 tion and should have passing marks in a test designed to  
8 determine their mechanical aptitude. In number seven  
9 you are concerned about the school aspect of apprentice-  
10 ship and that diplomas should not be issued to apprentices  
11 who fail to attend when advised to do so by the Director  
12 of Apprenticeship.

13 It seems to me there is a break between  
14 that line of thinking, or inconsistencies, this idea that  
15 people who have only sixth grade or fourth grade on the  
16 basis of experience usually find their way into full  
17 journeyman's status.

18 Is there any distinguishing mark to be  
19 drawn between the two types? This keenness about education,  
20 putting the stamp of education upon it, and it does seem  
21 to me that electricians will all be the ones that do  
22 require it, especially looking to the future. However,  
23 the problem is still there with a lot of people coming  
24 in by another road, and you have them now and you recognize  
25 their worth. It has been necessary for a large part of  
26 the community that they have them. They are not concerned  
27 with getting the well educated type or the people who  
28 have that brand of training which enables them to reach  
29 into the deep problems of the future in the electrical  
30 business.

31 It seems to me there should be two grades.  
32 Some distinguishing marks between the two. Granted you  
33 do need the other type, and make a place for those already







1  
2  
3  
4 trained who have not had this type of training.

5 MR. MATHEWS: I think we have already  
6 indicated that this will take a period of time to clear  
7 up where it would work perfectly. I mean it had that  
8 period of time in the garage people's problems.

9 Our aim is that grade twelve is what we  
10 want for him eventually because we realize he is going to  
11 need it, and we are going to try to keep out the man who  
12 in ninety per cent of the cases or possibly higher than  
13 that would not have the ability to learn the trade  
14 properly. He may have enough ability to learn enough to  
15 do a little at it, but it would be the same as a doctor  
16 saying I have the ability to put you to sleep but I do  
17 not know what to do after I get you to sleep. So once  
18 we set down the regulations in time we would hope this  
19 would be the ultimate.

20 PROFESSOR LOGAN: Unless you are con-  
21 sistent with your compulsory certificate, the compulsory  
22 certificate is not going to reach to the type not yet  
23 qualified by the educational process.

24 MR. MATHEWS: I think what would happen  
25 eventually is that the contractors on the other hand  
26 would not bring a man into the trade unless he followed  
27 this particular policy as outlined. That would eventually  
28 get away from it.

29 PROFESSOR LOGAN: You are going to change  
30 the nature of the demand control. You have that demand  
31 now for that type of people who have not this type of  
32 education which is laid down in the definition of what  
33 an apprenticeship should be. We do know in some of the





1  
2  
3  
4  
5 trades the majority of people in it never had that type  
6 of training. They are not going to take the apprentice-  
7 ship road, and I am thinking of the people not far away  
8 from where I live whom I know had nothing more than sixth  
9 grade education, and yet they are attending to wiring  
10 and the electrical work that is done in it, and in line  
11 with your remark there, I think they are good people.  
12 I think this man who is in charge is a capable fellow,  
13 and probably is handling his work all right.

14 However, it seems to me there is still  
15 a distinction to be made between the two types. Some  
16 contractors want all of the other type, and in the course  
17 of time they are still going to be there, and the  
18 apprenticeship is not going to cover the road to journey-  
19 man.

20 MR. MATHEWS: I do not know just how  
21 strong the Act would be, but somewhere we have got the  
22 strength if we wish to do the job.

23 THE CHAIRMAN: This might be my thinking,  
24 but I doubt the Act would say anyone would have to have  
25 grade twelve or grade thirteen.

26 MR. FARQUHAR: I doubt it too. That  
27 would be up to the man who is hiring the apprentice.  
28 You are here to decide these things, and we are telling  
29 you what we think it should be.

30 THE CHAIRMAN: I would say I doubt if  
this Committee would agree to this grade twelve or  
thirteen. To me a boy who has had grade ten and shows  
aptitude as an electrician, and he can read and figure  
things out for himself, to me he would sometimes make a







1  
2  
3  
4  
5 better mechanic and electrician than some fellows with  
6 grade thirteen, and I think you fellows will admit it.

7 MR. FARQUHAR: No, sir, I won't admit it.

8 THE CHAIRMAN: I do not think a student  
9 who has grade twelve and has not any experience along  
10 this line would advance any faster than somebody with  
11 grade ten.

12 MR. FARQUHAR: He might not advance any  
13 faster. He still has four years to put in before he is  
14 recognized as a mechanic, and even after he puts in his  
15 four years as an apprentice, he is not a mature mechanic  
16 until he has worked at the trade for another few years.  
17 The better foundation he has, the better mechanic he is  
18 going to be.

19 THE CHAIRMAN: But if you have students  
20 with grade twelve and thirteen, and you talk about a high  
21 mark, they might have their sights set for a little  
22 different profession.

23 MR. FARQUHAR: We are thinking more of  
24 a boy who has gone through technical school and he has  
25 grade twelve, and he is mechanically inclined. That is  
26 the kind of boy we want as an electrician.

27 THE CHAIRMAN: We are not thinking of  
28 any one trade. We are thinking about employing people,  
29 a mass of people, and the biggest problem we have in  
30 Ontario today is people who have not the education, so  
I think I would be safe in saying that I doubt any  
government would stipulate they would have to have grade  
twelve or thirteen.

PROFESSOR LOGAN: My distinction is not







1  
2  
3  
4 so much the one you are making  
5 that everybody should take this compulsory certification;  
6 be forced to, but it is rather that there might be a  
7 distinction made in the categories coming from the two  
8 streams of training.

9 THE CHAIRMAN: Two different types of  
10 electricians. Will they be A, B, or C?

11 MR. FARQUHAR: Is there a minimum  
12 requirement for, say, a doctor?

13 THE CHAIRMAN: They can specialize.

14 MR. FARQUHAR: Yes, but there is a  
15 minimum education requirement for a doctor.

16 THE CHAIRMAN: You are talking about  
17 general practitioners and specialists and so on. I  
18 would say that all doctors have gone beyond grade six.

19 MR. FARQUHAR: Could not an electrician  
20 specialize after he qualifies, after he has minimum  
21 qualifications? We are suggesting what the minimum  
22 qualification should be for an electrician. Can he not  
23 specialize after that? He can be an oil burner wire  
24 man after that if he wants to be, or an electronic  
25 technician.

26 PROFESSOR LOGAN: I do not think you can  
27 arrive at a result unless you define the approaches to  
28 it, and if you have different approaches to it and those  
29 approaches are distinctly different, there ought to be  
30 some way of naming the product in a somewhat dual  
category.

THE CHAIRMAN: You have different types  
of electricians doing different work.





1  
2  
3  
4  
5 MR. MATHEWS: Not as recognized, no.  
6 We have what we call --- I guess you have the word,  
7 house wire man, but ninety per cent can do the other guy's  
8 work. The only reason they do not do it is because, as  
9 I mentioned, house wiring in a lot of localities does not  
10 pay the amount of money that the industrial work does.

11 THE CHAIRMAN: What about re-wiring  
12 motors?

13 MR. MATHEWS: It is a re-wind job, and  
14 it is actually done in the shop.

15 THE CHAIRMAN: But that is an electrici-  
16 cian, is it not?

17 MR. MATHEWS: Not necessarily will he be  
18 a qualified electrician.

19 THE CHAIRMAN: Would you not like to  
20 feel that it is a certified electrician that is re-winding  
21 that motor?

22 MR. MATHEWS: Not in ninety per cent of  
23 the cases. Not today. He is usually a shop man who is  
24 an entirely different person.

25 THE CHAIRMAN: How would you classify  
26 him if he was not an electrician?

27 MR. MATHEWS: Winders.

28 THE CHAIRMAN: I know, but is he an  
29 electrician? Does he need to be certified?

30 MR. MATHEWS: No, I do not think so.  
What happens today is that the winder works in the shop.  
He repairs motors and transformers, coils and things that  
come into the shops. The electricians do not take it  
out and take it back to the shop and repair it. That is





1  
2  
3  
4 left up to the repairman who is in the shop.

5 THE CHAIRMAN: He would not have any  
6 classification at all?

7 MR. MATHEWS: I would say he should be  
8 classified, but this is the very problem in that end of  
9 the industry.

10 THE CHAIRMAN: If a man is wiring a  
11 motor he would have to be classified as an electrician?

12 MR. MATHEWS: There is a difference  
13 between wiring and winding. Winding is one thing.

14 THE CHAIRMAN: I know, but surely if he  
15 is smart enough to put wires in there and make it work,  
16 he would be smart enough to put two wires on. I can do  
17 that myself, but I cannot re-wind.

18 MR. MATHEWS: This is an area where there  
19 is a distinct difference in the trade.

20 MR. CARRUTHERS: This would be like a  
21 girl on some machine?

22 THE CHAIRMAN: Would you say when the  
23 only part of a motor wind left were the main wires hooked  
24 on to the current, then anyone can work at that?

25 MR. MATHEWS: I do not think we should  
26 say anyone. It needs a qualified mechanic, but it is not  
27 the same type as a construction electrician.

28 THE CHAIRMAN: You would not want him  
29 classified in your classification as a licensed electrician?

30 MR. MATHEWS: No. He would be in the  
winders group. There is the specialized shop repairman.

THE CHAIRMAN: But it comes under the







1  
2  
3  
4 electrician?

5 MR. MATHEWS: Under the electrical trade  
6 but not necessarily under the electrician.

7 THE CHAIRMAN: But he is still under the  
8 electrical trade?

9 MR. MATHEWS: Under the electrical trade  
10 but not under what we commonly call construction electri-  
11 cians or the licensed journeyman.

12 THE CHAIRMAN: He could then be  
13 categoried in your trade the same as we have a body man  
14 and motor man?

15 MR. MATHEWS: Yes.

16 THE CHAIRMAN: Yes. That is what we  
17 were talking about. A body man is not a motor mechanic.

18 MR. MATHEWS: We have what we call a  
19 line mechanic also. This is another category that we are  
20 not speaking for in this particular system as a body.  
21 I think the line section ---

22 THE CHAIRMAN: We are speaking of all  
23 types of electricians; not just one type. We are  
24 interested in all groups.

25 MR. FARQUHAR: We would like to say we  
26 are representing all groups, but there are some of them  
27 who have got away from us.

28 MR. MORIN: Would you favour trade  
29 schools across this province? Would you favour a school  
30 that could be established across this province for all  
kinds of trades? They would operate twelve months of the  
year.

MR. MATHEWS: What would be the purpose





1  
2  
3  
4  
5 of trade schools other than to train apprentices?

6 MR. MORIN: You have it cut down so  
7 fine. It is very hard to define an apprentice electrician  
8 for instance. You want one apprentice for two qualified  
9 men.

10 MR. MATHEWS: One to five.

11 MR. MORIN: And now I say you want one  
12 for five. We have been talking about skilled labour,  
13 and we have to import skilled labour. If we do have to,  
14 what do you attribute to establishing more skilled labour  
15 across this province if you only allow one apprentice  
16 for five qualified electricians?

17 MR. MATHEWS: So far we have not seen  
18 the need for a lot of electricians. We have had unem-  
19 ployment and we have had bad unemployment.

20 MR. MORIN: You mean across the province?

21 MR. MATHEWS: Across the province.

22 I am happy to say this: This last two months have been  
23 the first time we have had full employment practically  
24 across the province. We have not got full employment,  
25 but we have the capacity wherein we have moved all the  
26 men who are willing to move from their homes to work.  
27 We can place men in areas where there is work for them,  
28 but they will not move at the present time because it is  
29 not economically sound.

30 THE CHAIRMAN: So they do not like to  
work?

MR. MATHEWS: Oh, I imagine there are a  
few like me who do not like to work.

MR. EBERLEE: Forgetting for a minute





1  
2  
3  
4  
5 the unemployment, can an electrician learn to be an  
6 electrician in a trade school?

7 MR. FARQUHAR: No.

8 MR. MATHEWS: No, I really do not believe.

9 PROFESSOR LOGAN: He has to do it on the  
10 job?

11 MR. MATHEWS: We have found a man who  
12 spends two years --- and we did originally give credit  
13 for so many years at technical school --- and we found  
14 the percentage was against us. Once in a while you get  
15 one bright kid, but he would have been bright anyway if  
16 he started right on the job.

17 We like him to have four years technical  
18 and then come in as an apprentice, and those are the  
19 most successful mechanics today.

20 THE CHAIRMAN: One that has four years  
21 technical school, would you recognize that and give him  
22 anything on his apprenticeship?

23 MR. MATHEWS: No, we do not feel so.  
24 We tried it and percentagewise it was not a good propo-  
25 sition. He finished his time and he just was not the  
26 capable mechanic he would have been with another year.

27 MR. MORIN: If he comes out of technical  
28 school and he is in grade twelve and he wants to become  
29 an electrician and he goes to any contractor and he is  
30 told we have no room, we have enough apprentices at the  
present time with the skilled people we have, how does  
the fellow get employed?

MR. MATHEWS: This is what the council  
that we are suggesting would do. He would go on their







1  
2  
3  
4 list.

5 MR. MORIN: But that list could be very  
6 long.

7 MR. MATHEWS: I think Mr. Farquhar can  
8 tell you how long his list is.

9 MR. MORIN: Even the contractor is not  
10 allowed to employ him until he has gone through the  
11 council.

12 MR. FARQUHAR: What would you have the  
13 employer do, lay off a journeyman to take the apprentice?  
14 If the employer has not a place for him, if there is no  
15 room for him in the trade, I presume he would take up  
16 some other line of business.

17 MR. MORIN: That is because you only  
18 allow one apprentice for every two?

19 MR. FARQUHAR: We don't allow one for  
20 two.

21 MR. MORIN: If you would have one for  
22 one.

23 MR. FARQUHAR: We don't have one for two.

24 MR. MORIN: If you have one for one would  
25 you create more employment for this province?

26 MR. FARQUHAR: No. In what way? You  
27 would create a bigger pool of unemployed electricians.

28 MR. MORIN: We are not worrying about  
29 the work because we feel this province is going up all  
30 the time.

MR. FARQUHAR: I am worrying about the  
work when you have four hundred sitting here for six  
months on the bench. I do not know why you should not





worry about the work.

MR. MORIN: I think all our electricians around here are employed.

THE CHAIRMAN: There is a scarcity I think around our area.

MR. MATHEWS: Kingston is now busy.

MR. MORIN: If you are basing your employment on last year, it is maybe because you had too many strikes here in Toronto, building strikes. You had so much unemployment in Toronto last year maybe you should base it on the building strikes you had last year.

MR. FARQUHAR: It helped, but we did not have strikes the year before, and we had unemployment. I told you the reason before is that the contractors will not go ahead with buildings in the winter time.

MR. MORIN: I am afraid we have different views, but that is your prerogative. You can have your view, and that is not my view at all. This is your privilege, and I have my privilege. I do not feel we should have one apprentice for five skilled electricians.

MR. FARQUHAR: I do for this reason: An apprentice to a journeyman is just cheap labour. He pays the men less money. That is all it amounts to.

MR. MORIN: Every time you have an apprentice it creates another skilled man in a future year.

MR. FARQUHAR: It creates another skilled man, and you have to hire more skilled men and you have to hire more carpenters to build benches.

MR. MORNINGSTAR: Was it not five





1  
2  
3  
4 apprentices for two?

5 THE CHAIRMAN: No, one for five. You  
6 read it backwards.

7 DOCTOR CRISPO: You mentioned one for  
8 five. What percentage would be in apprenticeship at the  
9 present time? Judging from the apprenticeship figures  
10 you would be close to it at the present time. What  
11 percentage of your membership now would be classified as  
12 apprentices?

13 THE CHAIRMAN: What you have now, Doctor,  
14 is if a man has two years experience and hires on as  
15 journeyman, he is an electrician; he is not an apprentice  
16 anymore.

17 MR. FARQUHAR: I would say one in five  
18 would be close.

19 DOCTOR CRISPO: One-fifth of your  
20 membership now are apprentices?

21 MR. FARQUHAR: I would say one in five  
22 would be apprentices. You cannot build buildings with  
23 only electricians. You have got to have bricklayers.

24 DOCTOR CRISPO: In some areas in some  
25 trades there was a problem of getting employers to take  
26 on the desirable or specified number of people. You have  
27 not had that trouble?

28 MR. FARQUHAR: Not in the electrical  
29 trade, no.

30 THE CHAIRMAN: Are there any further  
questions?

DOCTOR CRISPO: One more thing, has  
apprenticeship training been covered? Have you discussed







1  
2  
3  
4  
5 that?

6 MR. FARQUHAR: There is only one place  
7 a boy can learn to be an electrician in my opinion, and  
8 that is on the job, and he should have school training  
9 besides that. He should have four years on the job to  
be a competent electrician.

10 DOCTOR CRISPO: And the fellow who has  
11 not got grade twelve?

12 MR. FARQUHAR: He should be a truck  
13 driver.

14 DOCTOR CRISPO: He would be able to get  
15 training under programme five? How much of this would he  
16 have to have before you would accept him as having the  
17 equivalent of grade twelve? Do you accept anything as  
equivalent for grade twelve?

18 MR. FARQUHAR: In the local unions that  
19 I represent we do not have any substitute. If he has  
20 not got grade twelve then he does not start as an  
21 electrical apprentice. As has been pointed out here,  
22 it is not likely the Committee is going to recommend that  
23 that would be the law, and I did not expect that it would  
24 be the law. Changes in the Apprenticeship Act come from  
25 this Committee's recommendations, and I would assume  
26 there would be some flexibility. There would be  
27 committees set up to draw up regulations that would  
probably conform to what your thinking is more than mine.

28 DOCTOR CRISPO: One more question I  
29 would like to ask with respect to this matter of credit:  
30 People who either come in technical schools or pick on  
some trade in the unorganized alley shops or in some





1  
2  
3  
4  
5 such firm, is there any way in which a series of tests  
6 could be set up regardless of their background where some  
7 assessment could be made of where they properly would fit  
8 into this four-year programme, or do you feel they all  
9 have to go through the four-year programme?

10 MR. FARQUHAR: If a boy has had grade  
11 twelve education and he has had a year or two of training  
12 in some employment, and he has not become indentured,  
13 I would say his credits would be allowed for the time he  
14 has had at the trade, but not for schooling.

15 At one time the apprenticeship period  
16 used to be seven years and now it is four. If you are  
17 going to give credits for schooling, pretty soon there  
18 will not be any apprenticeship period left. I do not  
19 think you can make a mechanic in a classroom.

20 DOCTOR CRISPO: No, but it does suggest  
21 our technical schools are not doing a good job in the  
22 electrical trade.

23 MR. MATHEWS: I think they are doing a  
24 good job, but they are not turning out a grade one first-  
25 year apprentice. They are not turning out a man who is  
26 equal in our opinion to an apprentice who has had a year  
27 on the job training.

28 They are doing a good job, and we would  
29 like them to go to technical schools to get the experience  
30 prior to starting, but we still think he should start  
the first year.

THE CHAIRMAN: Are there any further  
questions? Well, gentlemen, we want to thank you for  
coming here and presenting your brief. Although we



















3 1761 11467007 8